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ABSTRACT

The College Board's Spanish Listening-Reading Test, designed to measure student ability and knowledge, is required of all students with previous knowledge of Spanish, however acquired, who have no college credit in Spanish and who intend to enroll in University of Texas, Austin, Spanish course. With satisfactory performance on the test, eligible students receive credit by examination in one to four Spanish courses. The College Board College-Level Examination Program (CLEP) Subject Examination in Spanish, designed to measure knowledge and ability equivalent to that of students who have completed up to four semesters of college Spanish, was introduced into the placement program in 1977 as an optional test for departmental use in certain special situations. The 145 questions cover the same four broad content areas as do the 100 questions on the achievement test. Course level to level, mean Composite/Total scores increased on both tests, with the magnitude of difference declining at the more advanced levels of instruction. This upward progression was more consistent on the CLEP examination, level to level, than on the achievement test; these differences made greater distinctions between levels on the CLEP examination than on the achievement test. (PN)

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RE-EVALUATION OF DECISION SCORES USED IN COURSE PLACEMENT
AND CREDIT BY EXAMINATION IN SPANISH AT U.T. AUSTIN:
THE SPANISH VALIDITY STUDY OF 1981

Anne B. Appenzellar and H. Paul Kelley

During the fall semester of 1980, the Department of Spanish and Portuguese at The University of Texas at Austin asked the Measurement and Evaluation Center (MEC) to conduct a study of its lower-division program of course placement and credit by examination, the major purpose of which was to re-evaluate the decision scores currently in use.

Decision scores on the College Board Achievement Test in Spanish Listening-Reading, the primary placement instrument, were determined in 1973 following a standard-setting administration of the test by MEC during 1972 (Kelley and Appenzellar, 1973). Equivalent scores on the College Board College-Level Examination Program (CLEP) Subject Examination in Spanish were determined in 1977 following a norming study conducted by the MEC during 1976 and 1977 (Appenzellar and Kelley, 1977).

Method

Procedure

Operational decisions made by MEC and departmental administrators followed patterns established in the two earlier studies. Among the more significant plans were agreements to--

1. Conduct a two-semester study using both placement tests;
2. Test all students enrolled in five major courses at four levels of difficulty in lower-division instruction: First-Year Spanish I (Spanish 406), First-Year Spanish II (Spanish 407 and Spanish 408K¹), Second-Year Spanish I (Spanish 312K), and Second-Year Spanish II (Spanish 312L).
3. Administer the two tests as a required 3-hour final examination at (or toward) the end of each semester:

Spring 1981 -- Spanish 407, Spanish 312K, Spanish 312L
Fall 1981 -- Spanish 406, Spanish 408K, Spanish 312K².

¹ Spanish 408K is an alternate First-Year Spanish II course designed for students who do not take Spanish 406 at U.T. Austin (e.g., those who earn credit for Spanish 406 by examination and those who earn transferable credit for an equivalent of Spanish 406 at another institution).

² Testing of Spanish 312K was repeated because of the differing characteristics of student enrollment each semester.

4. Count the test scores on the Achievement test as 10% of the final course grade in order to provide student motivation and to assign an Incomplete to any student failing to take the tests;
5. Offer students two test dates: (a) an early, optional testing period during one of the two weeks preceding the examination period and (b) the final examination date regularly scheduled for each section, May and December;
6. Ask the instructors to submit to MEC an evaluation of each student's performance in the course, excluding only the 10% of the final grade that was to be based on the test scores;
7. Report to the instructors, by class rosters, their students' Achievement Test scores (Listening, Reading, Composite), together with frequency distributions of the scores, mean scores and standard deviations, by section and by course, in time for them to submit final course grades to the Registrar and to suggest a way by which test scores could be converted into letter grades A-F;
8. Offer a "Make-up" administration of the two tests to any student who received an Incomplete because of failure to take the tests at one of the two optional testing periods;
9. Analyze the data collected (test scores and preliminary course grades) and provide the department with decision score recommendations based on analyses yielding mean test scores (Listening, Reading, Composite/Total) and mean preliminary grades for each course, standard deviations of both scores and grades, correlation coefficients between Composite/Total scores and grades, and regression equations to estimate expected student achievement at four instructional levels on the basis of student performance on the placement tests.

Additional procedures were established each semester by conference, telephone conversation, and campus mail. The department included participation in the validity study testing as a requirement of each course syllabus, spring and fall. The Coordinator of lower-division courses called the teaching faculty into meetings with MEC staff members at appropriate times to discuss the purposes and methods of the study, to explain the role of the faculty in motivating and registering students, and to demonstrate ways of translating test scores into letter or numerical grades useful in assignment of final grades in each course.

Materials

The primary placement test at U.T. Austin since 1972-1973, the Spanish Listening-Reading test was designed to measure student ability and knowledge in two of the four skills emphasized in lower division courses. It is a 60-minute test that is divided into a 20-minute taped listening section with 40 questions and a 40-minute reading section with 60 questions; it does not attempt to evaluate the student's speaking or writing skills. Like the College Board's other modern language Achievement tests, it covers four broad areas: listening comprehension, vocabulary mastery, grammatical control, and reading comprehension. Three scores are reported at U.T. Austin, each scaled with a range of 200-800: Listening, Reading (subscores), and Composite. The test is required of all students with previous knowledge of Spanish, however acquired, who have no college credit in Spanish and who intend to enroll in a U.T. Austin Spanish course. With satisfactory performance on the test, eligible students receive credit by examination in one to four courses: Spanish 406, Spanish 407, Spanish 312K, and Spanish 312L.

Introduced into the placement program in 1977 as an optional test for departmental use in certain special situations, the CLEP examination is designed to measure knowledge and ability equivalent to that of students who have completed up to four semesters of college Spanish. The test is 90 minutes in length; it is divided into two 45-minute sections, with 65 questions in the reading portion and 80 in the listening part. The 145 questions cover the same four broad content areas as do the 100 questions on the Achievement test. Its two subscores and the Total Score are reported on a 20 to 80 scale.

More detailed descriptions of the two tests, together with sample questions on each test, may be found in Appendix A. Appendix A also reproduces two tables giving decision scores used for placement advice and eligibility for credit by examination.

Subjects

At the beginning of the two semesters, combined enrollments in the five participating courses reached 3,183--1,438 in the spring of 1981 and 1,745 in the fall. During the spring semester, 67 sections and 45 instructors were involved in the study; during the fall semester, there were 75 participating sections and 53 instructors.

Overall, a total of 2,704 test scores were obtained--a dropout rate, for whatever reasons, of 15% of the 12th class day enrollment counts. Testing yielded 1,247 scores in the spring semester, 1,457 in the fall.

Table 1 reports, by course, the enrollments each semester and the numbers/percentages of those who were tested, as well as the totals for the two semesters combined.

Concurrent with analysis of the data, MEC staff members tested 12 students who received an Incomplete as a course grade because of failure to take the two tests. However, data for these students were not included in the analyses of the study; the test scores were reported to the instructors for use in removing the Incompletes and in assigning final course grades.

Results

Matching sets of data (test scores and preliminary course grades) were available for 2,655 students who took the Achievement test and for 2,671 who took the CLEP examination. (Sixteen sets of data were dropped from the study of the Achievement test because of acoustical difficulties in one testing room.)

Tables 2 and 3 present descriptive statistics (mean test scores and mean preliminary course grades, standard deviations of each, correlation coefficients between Composite/Total scores and preliminary course grades) by course and level for the Achievement test (Table 2) and by course and level for the CLEP examination (Table 3).

Comparisons of the descriptive statistics of the 1981 study with those of the earlier norming studies are made in Tables 4 and 5.

Table 4 compares the Composite Scores, preliminary course grades, the standard deviations of each, and the correlation coefficients between scores and grades on the Achievement test by course and by level. Table 5 presents the same comparisons for the CLEP examination by course and by level.

For those interested in also comparing student performance on the sub-scores for listening and reading, more detailed information about the 1972 and the 1976 studies is included in Appendix B.

Table 1
Course Enrollments and Numbers/Percentages of Students
Tested in 1981 Spanish Validity Study
(N=3,183)

Course	Spring 1981			Fall 1981			Total		
	Enrolled	Tested		Enrolled	Tested		Enrolled	Tested	
	N	N	%	N	N	%	N	N	%
312L	482	431	91%	--	--	--	482	431	91%
312K	527	446	85%	603	494	82%	1,130	940	8%
408K	--	--	--	389	338	87%	389	338	87%
407	429	370	86%	--	--	--	429	370	86%
406	--	--	--	753	625	83%	753	625	83%
Total	1,438	1,247	87%	1,745	1,457	83%	3,183	2,704	85%

Table 2

Mean Scores and Mean Preliminary Course Grades, Standard Deviations, and Correlation Coefficients for the College Board Achievement Test in Spanish
Listening-Reading, Spanish Validity Study, 1981
(N = 2,655)

Level and/or Course	N	Listening Score		Reading Score		Composite Score		Preliminary Course Grade		Correlation Coefficient (Composite Score/ Course Grade)
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	
Level IV (312L)	393	558	93	559	86	558	80	2.82	0.93	.52
Level III (312K)	934	528	87	526	77	526	71	2.72	0.97	.50
Level II (407 + 408K)	703	505	77	485	72	492	65	2.88	0.95	.49
408K	337	519	82	496	75	504	68	2.93	0.91	.51
407	366	493	69	476	68	481	61	2.84	0.98	.47
Level I (406)	625	434	69	425	48	427	49	2.81	1.05	.40

Table 3

Mean Scores and Mean Preliminary Course Grades, Standard Deviations, and Correlation Coefficients on the College Board CLEP Subject Examination in Spanish, Spanish Validity Study, 1981
(N = 2,671)

Level and/or Course	N	Listening Score		Reading Score		Total Score		Preliminary Course Grade		Correlation Coefficient (Total Score/ Course Grade)
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	
Level IV (312L)	408	53	8	53	8	53	8	2.82	0.93	.50
Level III (312K)	932	51	8	50	8	51	8	2.73	0.98	.56
Level II (407 + 408K)	706	46	8	47	8	46	8	2.88	0.95	.56
408K	337	46	8	49	7	47	8	2.93	0.91	.59
407	369	45	8	45	7	45	7	2.83	0.99	.54
Level I (406)	625	37	6	38	7	37	6	2.81	1.05	.54

Table 4

Comparisons of Descriptive Statistics, College Board Achievement Test in Spanish
Listening-Reading, Standard-Setting Administration of 1972 with 1981
Spanish Validity Study

Level and/or Course	1972 (N = 1,335)						1981 (N = 2,655)					
	N	Composite Score		Preliminary Grade		Correlation Coefficient (Score/ Grade)	N	Composite Score		Preliminary Grade		Correlation Coefficient (Score/ Grade)
		Mean	SD	Mean	SD			Mean	SD	Mean	SD	
Level IV (312L)	348	596	83	2.39	1.06	.59	393	558	80	2.82	0.93	.52
Level III (312K)	334	559	74	2.58	0.89	.54	934	526	71	2.72	0.97	.50
Level II (407-Sp/ 408K and 407)	392	498	61	2.75	0.93	.44	703	492	65	2.88	0.95	.49
407-Sp (1972) 408K (1981)	210	492	61	2.73	0.89	.39	337	504	68	2.93	0.91	.51
407	182	505	61	2.77	0.97	.49	366	481	61	2.84	0.98	.47
Level I (406)	261	435	46	2.85	0.86	.47	625	427	49	2.81	1.05	.40

Table 5

Comparisons of Descriptive Statistics, College Board CLEP Subject Examination
in Spanish, Standard-Setting Administration of 1976
With 1981 Spanish Validity Study

Course	1976 (N = 422)						1981 (N = 2,671)					
	N	Total Score		Grade		Correlation Coefficient (Score/ Grade)	N	Total Score		Grade		Correlation Coefficient (Score/ Grade)
		Mean	SD	Mean	SD			Mean	SD	Mean	SD	
Level IV (312L)	78	55	8	2.47	0.98	.55	408	53	8	2.82	0.93	.50
Level III (312K)	81	51	7	2.31	1.09	.58	932	51	8	2.73	0.98	.56
Level II (407 and 408K)	171	45	6	3.05	0.89	.43	706	46	8	2.88	0.95	.56
408K	68	46	6	3.22	0.94	.34	337	47	8	2.93	0.91	.59
407	103	45	6	2.93	0.84	.49	369	45	7	2.83	0.99	.54
Level I (406)	92	41	7	2.83	0.98	.47	625	37	6	2.81	1.05	.54

To prepare recommendations for the department, MEC staff members organized results of the study in sets of four tables, one set for each test for each course/level. Data for Spanish 406/Level I on the Achievement test are reported in Tables 6.1-6.4 below; data for the other courses/levels are presented in Appendix C.

Table 6.1 records the distributions of Achievement test Composite scores according to the preliminary course grades (A-F) assigned to the 625 Spanish 406 students for whom both scores and grades were available; means and standard deviations of the Composite scores are given for the five grade groups, while means, standard deviations, and a correlation coefficient for the total group are given at the bottom right of the table. The regression equation used to compute the expected scores given at the bottom of the table for each of the five grade groups (A-F) is shown to the right of Table 6.1, above the total group's summary statistics, from which the equation was obtained.

Table 6.2 collapses the distributions of the same scores into two grade groups; the first combines D's and F's, designating the level of academic performance as unsatisfactory, while the second combines A's, B's, and C's, designating that level of performance as satisfactory. The means and standard deviations of the Composite scores for the two combined grade groups appear at the bottom of the table, while the five summary statistics for the total group are repeated at the bottom right. Above the summary statistics is shown the regression equation used to compute the expected grade for each Composite Score; in the second column from the left, Table 6.2 lists these expected grades on the 0-4 (F to A) scale used at U.T. Austin.

With data now at hand in Tables 6.1 and 6.2 to compare student performance on the placement test with actual student achievement in the course (as measured by the instructor's preliminary course grades), Table 6.3 then shows the placement accuracy/inaccuracy of each of a selected group of possible decision scores (Composite). This analysis demonstrates how students in both the satisfactory and unsatisfactory grade groups would have been placed by each of the possible decision scores. If the score of 400 had been the decision score, for example, 44 D-F students would have been incorrectly judged ready to take the next Spanish course (i.e., placed too high) and 35 would have been correctly judged not ready to take the next course (i.e., placed accurately); 420 students with grades of A-C would have been correctly

Table 6.1

End-of-Course Achievement Test Composite Scores in Relation to Performance at Level I:
Spanish 406 Frequency Distributions, Descriptive Statistics, and Expected Scores

Preliminary Grades in Spanish 406						
Test Scores	F	D	C	B	A	Total
700-800					1	1
660-690				1		1
650						
640					1	1
630						
620						
610						
600					1	1
590						
580					1	1
570					3	3
560					3	3
550					2	2
540		1		1	4	6
530				1	6	7
520			1	4	4	9
510			1	3	6	10
500	1	1		2	6	10
490				6	10	16
480				5	12	17
470			6	10	11	27
460			2	10	17	29
450		2	5	15	13	35
440	1	4	6	20	16	47
430		5	13	14	15	47
420		5	19	22	11	57
410	2	11	18	23	14	68
400	1	10	11	27	17	66
390	4	9	17	24	7	61
380	4	5	17	15	6	47
370		5	10	9	2	26
360	1	2	3	3	2	11
350		1	4	2		7
340		4	3	1		8
330			1			1
320						
310						
200-300						

Expected Score =

$$(\text{Prelim. Grade} \times 18.5719) + (375.1346)$$

Total	14	65	137	218	191	625	Mean Grade	Standard Deviation
%	2 %	10 %	22 %	35 %	31 %	100 %	2.81	1.05
Mean Score	400	402	407	425	456	427	Correlation Coefficient $r = .40$	
Standard Deviation	33	34	33	42	55	49		
Expected Score	375	394	412	431	449	431		

Table 6.2

End-of-Course Achievement Test Composite Scores in Relation to Performance at Level 1: Spanish 406 Combined Frequency Distributions and Expected Grades

Test Scores	Expected Grades	Course Grades		Total
		Unsatisf. D-F	Satisf. A-C	
700-800	4.00		1	1
660-690	4.00		1	1
650	4.00			
640	4.00		1	1
630	4.00			
620	4.00			
610	4.00			
600	4.00		1	1
590	4.00			
580	4.00		1	1
570	4.00		3	3
560	3.96		3	3
550	3.88		2	2
540	3.79	1	5	6
530	3.70		7	7
520	3.62		9	9
510	3.53		10	10
500	3.44	2	8	10
490	3.36		16	16
480	3.27		17	17
470	3.18		27	27
460	3.10		29	29
450	3.01	2	33	35
440	2.92	5	42	47
430	2.84	5	42	47
420	2.75	5	52	57
410	2.66	13	55	68
400	2.58	11	55	66
390	2.49	13	48	61
380	2.40	9	38	47
370	2.32	5	21	26
360	2.23	3	8	11
350	2.14	1	6	7
340	2.05	4	4	8
330	1.97		1	1
320	1.88			
310	1.80			
200-300	0.84-1.71			

Expected Grade =

$$\left(\begin{array}{l} \text{Test} \\ \text{Score} \times .00866 \end{array} \right) + (-0.8877)$$

Total	--	79	546	625	Mean Grade	Standard Deviation
					2.81	1.05
%	--	13 %	87 %	100%	Correlation Coefficient	
Mean Score	--	402	431	427	$r = .40$	
Standard Deviation	--	34	49	49		

Table 6.3

End-of-Course Achievement Test Composite Scores in Relation to Performance at Level I:
Spanish 406 Possible Decision Scores and Corresponding Accuracies of Placement
(N = 625)

Placement Category	Cumulative Numbers of Students		Percent of Students in Each Placement Category		Overall Accuracy of Placement		
	Unsatisfactory D-F	Satisfactory A-C	Unsatisfactory D-F	Satisfactory A-C	Accuracy Category	No. of Students	% of Students
420 - up	Too High 20	310 OK	Too High 25 %	57 % OK	Too High	20	3 %
Below 420	OK 59	236 Too Low	OK 75 %	43 % Too Low	Correct	369	59 %
					Too Low	236	38 %
410 - up	Too High 33	365 OK	Too High 42 %	67 % OK	Too High	33	5 %
Below 410	OK 46	181 Too Low	OK 58 %	33 % Too Low	Correct	411	66 %
					Too Low	181	29 %
400 - up	Too High 44	420 OK	Too High 56 %	77 % OK	Too High	44	7 %
Below 400	OK 35	126 Too Low	OK 44 %	23 % Too Low	Correct	455	73 %
					Too Low	126	20 %
390 - up	Too High 57	468 OK	Too High 72 %	86 % OK	Too High	57	9 %
Below 390	OK 22	78 Too Low	OK 28 %	14 % Too Low	Correct	490	78 %
					Too Low	78	12 %
380 - up	Too High 66	506 OK	Too High 84 %	93 % OK	Too High	66	11 %
Below 380	OK 13	40 Too Low	OK 16 %	7 % Too Low	Correct	519	83 %
					Too Low	40	6 %
370 - up	Too High 71	527 OK	Too High 90 %	97 % OK	Too High	71	11 %
Below 370	OK 8	19 Too Low	OK 10 %	3 % Too Low	Correct	535	86 %
					Too Low	19	3 %
360 - up	Too High 74	535 OK	Too High 94 %	98 % OK	Too High	74	12 %
Below 360	OK 5	11 Too Low	OK 6 %	2 % Too Low	Correct	540	86 %
					Too Low	11	2 %
350 - up	Too High 75	541 OK	Too High 95 %	99 % OK	Too High	75	12 %
Below 350	OK 4	5 Too Low	OK 5 %	1 % Too Low	Correct	545	87 %
					Too Low	5	1 %
340 - up	Too High 79	545 OK	Too High 100 %	>99 % OK	Too High	79	13 %
Below 340	OK 0	1 Too Low	OK 0 %	<1 % Too Low	Correct	545	87 %
					Too Low	1	<1 %
330 - up	Too High 79	546 OK	Too High 100 %	100 % OK	Too High	79	13 %
Below 330	OK 0	0 Too Low	OK 0 %	0 % Too Low	Correct	546	87 %
					Too Low	0	0 %

judged ready to take the next course (i.e., accurately placed), and 126 would have been incorrectly judged not ready to take the next course (i.e., placed too low). Table 6.3 also translates these numbers into percentages within the unsatisfactory and satisfactory performance groups in the middle two columns and then calculates in the right-hand column how many and what percentage of the total group would have been placed too high, how many and what percentages would have been placed too low, and how many and what percentage would have been placed accurately.

Table 6.4

End-of-Course Achievement Composite Test Scores in Relation to Performance at Level I: Spanish 406 Scores Suggested by Six Guidelines for Selecting Decision Scores, Spanish Validity Study 1981

Guideline	Achievement Composite Score
1. Expected score for students whose performance in course was just minimally satisfactory--i.e., students with preliminary grades of <u>C</u> . [See Expected Score row at bottom of Table 6.1.]	410
2. Score for which expected grade was just minimally satisfactory--i.e., <u>C</u> . [See Expected Grade column in Table 6.2.]	340
3. Score for which percents of errors of students in each academic performance category (Unsatisfactory, Satisfactory) were most nearly equal. [See % Too High and % Too Low values in middle columns of Table 6.3.]	410
4. Score for which overall percents of errors were most nearly equal. [See % Too High and % Too Low values in last column of Table 6.3.]	390
5. Score that would have cut off (or held back) approximately the same number of students as were in the Unsatisfactory performance group. [See Table 6.2 for number of students in Unsatisfactory group and the test score that most nearly identifies that number of low-scoring students.]	390
6. Score that would have maximized overall accuracy of placement. [See Number Correct in next-to-last column of Table 6.3.]	330

The fourth table in the set (Table 6.4) lists six guidelines that have been suggested by various authorities for use in selection of decision scores for use in course placement and credit by examination. Scores corresponding to each guideline were determined by reference to the data of Tables 6.1-6.3.

Discussion

Comments

As Tables 4,5 indicate, the numbers of participating students increased at each course level from the earlier studies to the present one, particularly for the CLEP examination. The larger numbers provide reason for greater confidence in the representativeness of the results of the 1981 study, insofar as sample size is concerned.

While correlation coefficients reported in these tables were slightly lower for the Achievement test in 1981 than in 1972 (with the exceptions of the two second-level courses combined and of 407-Sp/408K), the continuing appropriateness of the test as a placement instrument for U.T. Austin was validated by coefficients ranging from .40 to .52--values well within the usual range of .40 to .60. Correlation coefficients for the CLEP examination declined slightly at the third and fourth levels in 1981, compared to 1976, but increased at the first and second levels of instruction.

With the exception of the second level, mean test scores declined from the norming administrations, generally speaking--by 6 to 38 points on the 3-digit scale of the Achievement test, from 2 to 4 points on the 2-digit scale of the CLEP examination. Mean Composite scores in Spanish 407 and Spanish 408K (combined) remained constant on the Achievement test and actually gained a point on the CLEP examination, while Spanish 312K mean scores declined on the Achievement test but remained the same on the CLEP examination.

Level to level, mean Composite/Total scores again increased on both tests, with the magnitude of difference declining at the more advanced levels of instruction. This upward progression was more consistent on the CLEP examination, level to level, than on the Achievement test; these differences made greater distinctions between levels on the CLEP examination than on the Achievement test, especially between the third and fourth levels.

When these level-to-level differences are compared by test from the earlier to the present study, the magnitude of difference between the second and third levels drops from 61 to 34 on the Achievement test. The spread between third and fourth level mean Composite scores declined only 5 points; nonetheless, the 1981 mean Composite Score for Spanish 312L was 1 point less than the mean Composite Score for Spanish 312K in 1972.

Meanwhile, the mean preliminary course grades showed some inflation over the nine- and five-year intervals between administrations. Between 1972, when the Achievement test was normed, and 1981, the year of the re-evaluation, mean preliminary course grades rose .3, .14, and .43 at the second, third, and fourth levels of instruction, respectively; the first-level mean preliminary course grade actually declined by .04. Between the 1976 norming study of the CLEP examination and 1981, mean preliminary course grades increased by .42 at the third level and by .35 at the fourth level while declining slightly (.02 and .17) at the first and second semester levels.

Recommendations

To present the 1981 results to the department in May, 1982, MEC staff members combined the more relevant data from the study into the condensed formats of Tables 7-10 and Figures 1-4.

Table 7 summarizes three of the descriptive statistics (mean Composite and Total scores, mean preliminary course grades, correlation coefficients) from both the norming administrations of the two tests and from the re-evaluation study of 1981.

Two alternative sets of recommendations based on 1981 results for the Achievement Test in Spanish Listening-Reading are presented in Table 8 along with accuracy of placement data for three sets of decision scores: the set chosen in 1972 and the two new recommendations.

Alternative 1 suggested retention of the decision score of 400 with letter grade of C for credit by examination in Spanish 406 and advice to the successful student to register for Spanish 408K. Subsequent scores for credit at the next three higher levels progressed by 50, 40, and 30 points, respectively. Alternative 2 raised the Spanish 406 decision score to 420 and progressively increased the next three decision scores by 60, 50, and 40 points.

Compared to the placement effects of the 1972 set of decision scores, both alternatives vastly improved the percentages of correct placements at the upper three levels by substantially reducing the percentages of students that would have been placed too low. Alternative 1 made the more drastic changes at these three levels and maintained the status quo at the first level.

Table 9 reveals the accuracy of placement effects if the 1976 decision scores on the CLEP examination were to be applied to the 2,671 who took the test in 1981; it also presents two alternative sets of decision score recommendations based on the 1981 study. Alternative 1 would significantly improve correct placement of students at all four levels by reducing the percentages placed too low. Alternative 2 would also improve the figures for correct placement, albeit less substantially, and therefore would reduce the low placement errors less effectively.

Table 7

Student Performance in Standard-Setting Administrations of Two College Board Tests
Used for Course Placement and Credit by Examination in Spanish at U.T. Austin

Level (Course)	Achievement Test								CLEP Examination							
	1972				1981				1976				1981			
	N	Mean Score	Mean Grade	r	N	Mean Score	Mean Grade	r	N	Mean Score	Mean Grade	r	N	Mean Score	Mean Grade	r
Level IV (312L)	348	596	2.39	.59	393	558	2.82	.52	78	55	2.47	.55	408	53	2.82	.50
Level III (312K)	334	559	2.58	.54	934	526	2.72	.50	81	51	2.31	.58	932	51	2.73	.56
Level II (407+407sp/ 408K)	392	498	2.75	.44	703	492	2.88	.49	171	45	3.05	.43	706	46	2.88	.56
Level I (406)	261	435	2.85	.47	625	427	2.81	.40	92	41	2.83	.47	625	37	2.81	.54
Total	1,335	--	--	--	2,655	--	--	--	422	--	--	--	2,671	--	--	--

Table 8

Accuracy With Which 1981 Validity Study Students Would Have Been Placed in Lower-Division Spanish Courses
By Three Sets of Decision Scores, College Board Achievement Test in Spanish Listening-Reading
(N = 2,657)

Level (Course)	Decision Scores Based on 1972 Data				Decision Scores Based on 1981 Data							
	Score	Accuracy of Placement			Alternative 1				Alternative 2			
					Score	Accuracy of Placement			Score	Accuracy of Placement		
Level IV (312L)	630	Too High	1	<1%	520	Too High	8	2%	570	Too High	3	1%
		Correct	108	27%		Correct	281	72%		Correct	202	51%
		Too Low	284	72%		Too Low	104	26%		Too Low	188	48%
Level III (312K)	570	Too High	6	1%	490	Too High	33	4%	530	Too High	9	1%
		Correct	350	37%		Correct	694	74%		Correct	515	55%
		Too Low	578	62%		Too Low	207	22%		Too Low	410	44%
Level II (407 + 407- Sp/408K)	490	Too High	4	1%	450	Too High	14	2%	480	Too High	8	1%
		Correct	393	56%		Correct	544	77%		Correct	426	61%
		Too Low	306	44%		Too Low	145	21%		Too Low	269	38%
Level I (406)	400	Too High	44	7%	400	Too High	44	7%	420	Too High	20	3%
		Correct	455	73%		Correct	455	73%		Correct	369	59%
		Too Low	126	20%		Too Low	126	20%		Too Low	236	38%

Table 9

Accuracy with Which 1981 Validity Study Students Would Have Been Placed in Lower-Division Spanish Courses
by Three Sets of Decision Scores, College Board CLEP Subject Examination in Spanish
(N = 2,671)

Level (Course)	Decision Scores Based on 1976 Data				Decision Scores Based on 1981 Data							
	Score	Accuracy of Placement			Alternative 1				Alternative 2			
					Score	Accuracy of Placement			Score	Accuracy of Placement		
Level IV (312L)	61	Too High	0	0%		Too High	5	1%		Too High	3	1%
		Correct	74	10%	50	Correct	287	70%	55	Correct	207	51%
		Too Low	632	90%		Too Low	116	28%		Too Low	198	49%
Level III (312K)	56	Too High	5	1%		Too High	31	3%		Too High	15	2%
		Correct	352	38%	47	Correct	686	74%	51	Correct	541	58%
		Too Low	575	62%		Too Low	215	23%		Too Low	376	40%
Level II (407 + 408K)	49	Too High	2	<1%		Too High	8	1%		Too High	3	<1%
		Correct	298	42%	42	Correct	544	77%	45	Correct	429	61%
		Too Low	406	58%		Too Low	154	22%		Too Low	274	39%
Level I (406)	41	Too High	3	<1%		Too High	19	3%		Too High	10	2%
		Correct	211	34%	34	Correct	458	73%	36	Correct	374	60%
		Too Low	411	66%		Too Low	148	24%		Too Low	241	38%

Table 10

Placement of 1980-1981 Credit-by-Examination Candidates by Three Sets of Decision Scores
On the College Board Achievement Test in Spanish Listening-Reading
(N = 2,095)

Level	Credit Eligibility		Actual Results of Placement Tests in 1980-1981			Hypothetical Placement of Students By Two Alternatives Based on 1981 Data					
	Semester Hours	Course	1972-1981 Scores	N	%	Alternative 1			Alternative 2		
						Scores	N	%	Scores	N	%
Level IV	14	312L, 312K, 407, and 406	630-800	736	35%	520-800	1,072	51%	570-800	911	44%
Level III	11	312K, 407, and 406	570-620	175	8%	490-510	146	7%	530-560	127	6%
Level II	8	407 and 406	490-560	307	15%	450-480	239	11%	480-520	232	11%
Level I	4	406	400-480	650	31%	400-440	411	20%	420-470	427	20%
No Credit	0	None	200-390	227	11%	200-390	227	11%	200-410	398	19%

LEVEL I (SPN 406)

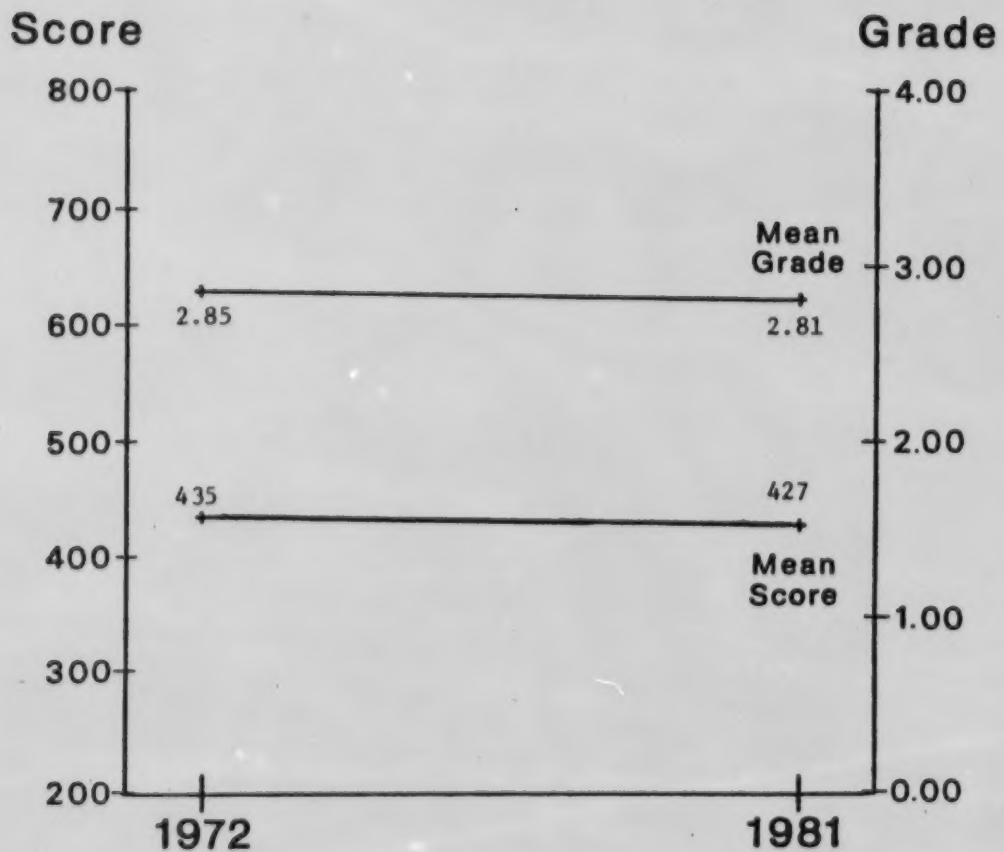


Figure 1. Student performance in 1972 is compared above to student performance in 1981 at Level I on both the Achievement test (Mean Score) and in SPN 406 (Mean Grade). At this level, both the mean Composite Score and the mean preliminary course grade declined slightly--by 8 points on the test and .04 in the grade.

LEVEL II (SPN 407, 408K)

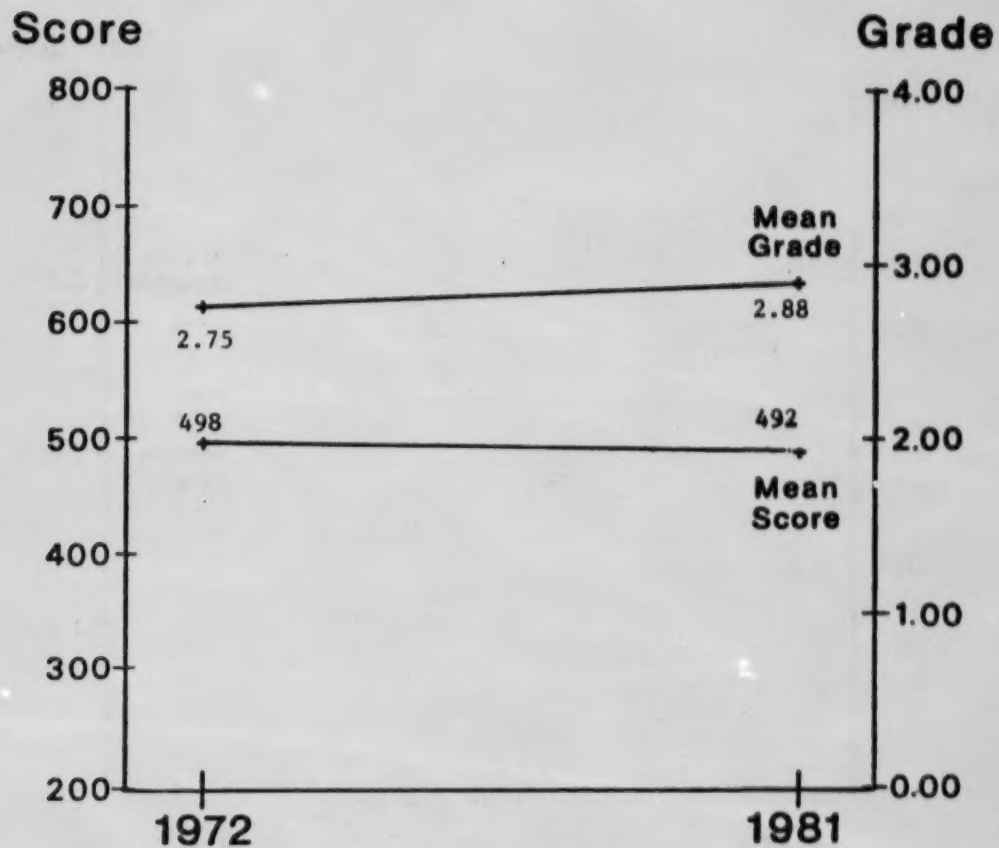


Figure 2. Student performance in 1972 is compared above to student performance in 1981 at Level II on both the Achievement test (Mean Score) and in SPN 407 and SPN 408K combined (Mean Grade). At this level, the mean Composite Score declined by 6 points, while the mean preliminary course grade increased by .13.

LEVEL III (SPN 312K)

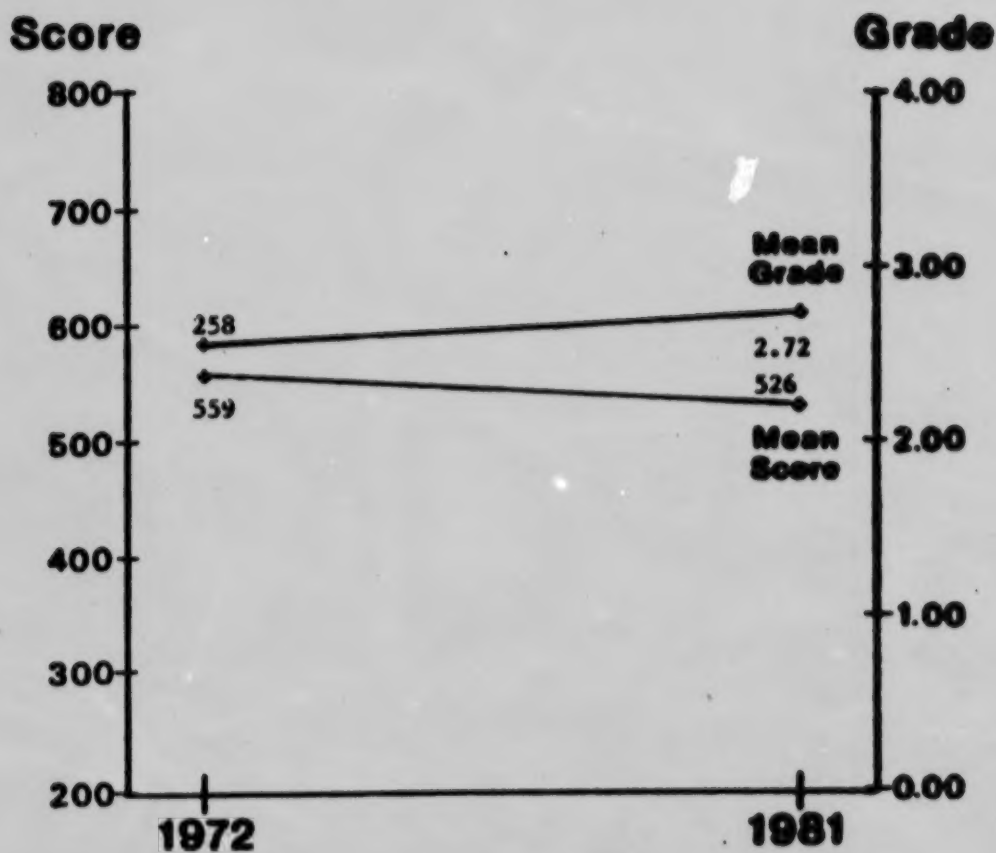


Figure 3. Student performance in 1972 is compared above to student performance in 1981 at Level III on both Achievement test (Mean Score) and in SPN 312K (Mean Grade). At this level, the mean Composite Score declined by 33 points, while the mean preliminary course grade increased by .14.

LEVEL IV (SPN 312L)

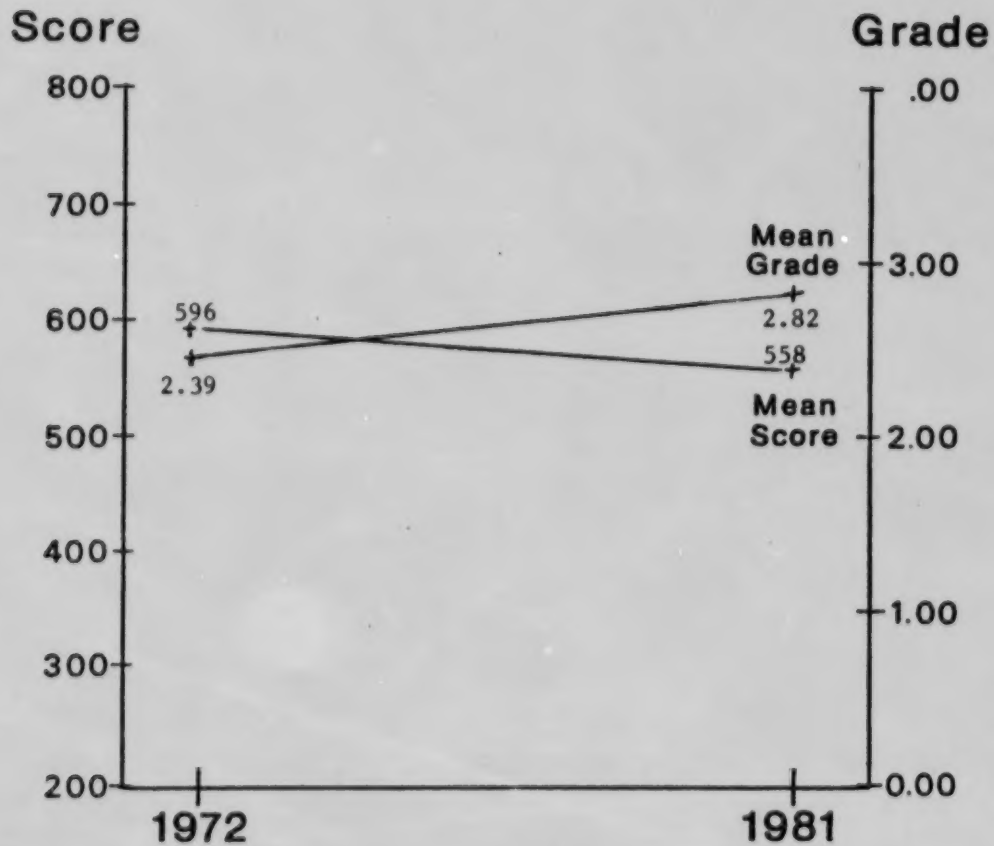


Figure 4. Student performance in 1972 is compared above to student performance in 1981 at Level IV on both the Achievement test (Mean Score) and in SPN 312L (Mean Grade). At this level, the mean Composite Score declined by 38 points, while the mean preliminary course grade increased by .43.

Applying the same three sets of decision scores used in Table 8 to the test performance of 2,095 students who actually took the Achievement test during 1980-1981 for course placement and credit by examination, Table 10 shows the actual placement effects of the 1972 scores and then details the changes that would have been produced by each of the suggested alternatives.

Alternative 1 would have increased by 16% the number of students earning credit by examination for all four levels of instruction, but it would also have decreased the percentages earning credit at the first three levels. With a higher decision score (420) for Spanish 406, Alternative 2 would have denied credit to an additional 8%, maintained the same effect at the first level, decreased the percentages at the second and third levels, and increased the percentage at the fourth level, but less than Alternative 1 would have done.

Figures 1-4 were shown to departmental faculty members as overhead-projection transparencies to illustrate the overall phenomenon of declining mean Achievement test scores and increasing mean preliminary course grades between 1972 and 1981. (The exception was Spanish 406 insofar as the mean grade was concerned. See page 16 for discussion of the increase in preliminary course grades.)

The Measurement and Evaluation Center recommendations were chosen in order to bring decision scores on both tests more in line with the performance level of current students and to match standards for satisfactory performance on the placement test more closely with standards expected of students enrolled in each course at each of the four levels of instruction. While some members of the department were ready to make a decision on the basis of the two MEC recommendations, the majority voted to defer making a decision until the fall semester, when the department faculty could address the question of grade inflation and other implications of the study for lower division curriculum, text, and methods--matters that require time for review of the data in more detail and time for deliberation upon the several related issues.

Accordingly, the department will continue to use, at least for the summer and fall semesters of 1982, the decision scores established in 1972 and in 1976 respectively, on the Achievement test and CLEP examination.

In selecting new decision scores, departmental faculty members should keep in mind the general statement of U.T. Austin credit-by-examination policy that appears on page 83 of the 1981-1982 General Information Bulletin:

The University requires the same general level of achievement on these examinations as it does in course work. To earn credit by examination, a student must make a score equivalent at least to C.

The minimum score required for credit by examination must, therefore, represent the same level of performance as that demonstrated by students who receive course credit on the basis of a grade of C in their course work. The data obtained from the 1981 Spanish Validity Study leave some room for judgment in the selection of decision scores, but that room is circumscribed by the statement of policy quoted above.

References

Kelley, H.P. Relation of scores on the College Board Achievement Test in Spanish Listening-Reading to course grades in lower-division Spanish courses: The Spanish validity study of 1972 (Special Report 73-3). Measurement and Evaluation Center, The University of Texas at Austin, December 1972.

Appenzellar, A.B., & Kelley, H.P. Validity study of CLEP Subject Examination in Spanish for use in course placement and credit by examination at U.T. Austin (Research Bulletin 77-3). Measurement and Evaluation Center, The University of Texas at Austin, December 1977.

APPENDIX

Appendix A

MEC Handout: Placement and Credit by Examination in Spanish (1981-1982)

College Board Test Descriptions and Sample Questions

U.T. Austin Placement Systems for Two College Board Tests

PLACEMENT AND CREDIT BY EXAMINATION IN SPANISH

Summer Session 1981 through Spring Semester 1982

If you have prior knowledge of Spanish and have no college credit in Spanish, then you are required to take a placement test before enrolling in your first U.T. Austin Spanish course. Taking the placement test also provides you with the opportunity to earn credit by examination in Spanish. Such credit will satisfy degree requirements in the same way as credit earned by passing a course, except that it will not count as credit earned in residence. Although you may take tests before you enroll in U.T. Austin, you must be a currently or previously enrolled student to receive credit. Unsuccessful attempts to earn credit by examination will not become part of your official academic record.

Faculty members in the Department of Spanish and Portuguese select the test, set the level of performance required to earn credit, and specify who is eligible to take the test. The Measurement and Evaluation Center (MEC) assists the department by communicating policies, giving the test, and reporting the credit.

LOWER-DIVISION SPANISH CURRICULUM

Spanish 406 (SPN 406) is strictly a beginner's course. If you have had two years of high-school Spanish that were used as admission units, then whether or not you can apply credit for SPN 406 toward graduation requirements at U.T. Austin depends on the policies of the college/school in which you are enrolled. Should you enter with a deficiency in high-school language units, credit for SPN 406 will remove the deficiency.

Spanish 408K (SPN 408K) is considered a mini-intensive course in which students review SPN 406 material as well as complete material at the intermediate level (College Spanish I). This course is designed for students who have placed out of SPN 406 by means of the College Board Listening-Reading Achievement Test and for students with some knowledge of Spanish who, though they did not place out of SPN 406 by means of the test, are highly motivated enough to attempt study at the intermediate level. SPN 408K is also the appropriate course for transfer students who have taken a course equivalent to SPN 406 at another college or university.

Spanish 407 (SPN 407) is the second in a two-course sequence designed for students who begin their study of Spanish at U.T. Austin. Unless you have taken SPN 406 at U.T. Austin, you should not register for SPN 407.

Students entering U.T. Austin with prior knowledge of Spanish who place out of SPN 406 but do not place out of SPN 407 on the basis of the College Board Listening-Reading Achievement Test in Spanish should enroll in SPN 408K, not in SPN 407.

Persons with a total composite score of less than 400 on the College Board Listening-Reading Achievement Test in Spanish have the option of taking either SPN 406 or SPN 408K. The Department of Spanish and Portuguese offers the following suggestions to help each individual decide which of the two courses is more appropriate:

- (1) You may consider taking SPN 406 if you have not had two or more years of high-school Spanish and/or if you have less than a B average in high-school Spanish.
- (2) You may consider taking SPN 408K if you have had two or more years of high-school Spanish with a B or better average and if you are motivated enough to make the necessary effort to meet the demands of the course.

Students who plan to enroll in U.T. Austin Spanish courses and who place out of four semesters of Spanish (SPN 406, 407, 312K, and 312L) are advised to enroll in SPN 315M, SPN 315N, or SPN 318 before proceeding to an upper-division course.

Should you have any questions or need advice on which Spanish course to take, please consult an advisor in Batts Hall 110.

TEST REQUIRED FOR PLACEMENT IN SPANISH COURSES: College Board Listening-Reading Achievement Test in Spanish

Results of the College Board Listening-Reading Achievement Test in Spanish are used to place students in U.T. Austin Spanish courses appropriate for their particular levels of proficiency. Test results also serve as a basis for awarding credit in one to four Spanish courses—SPN 406, 407, 312K, and 312L. (A test description is given at the end of this brochure.)

STUDENTS FOR WHOM THE PLACEMENT TEST IS REQUIRED—OR APPROPRIATE

Students who have prior knowledge of Spanish (regardless of how it was acquired) and who do not have college credit in Spanish are required to take the test before they can enroll in their first U.T. Austin Spanish course.

Students transferring college credit in Spanish and planning to continue the study of Spanish are not required to take the test, but they are strongly encouraged to take it in order to use the results as a basis for choosing their most appropriate first course in Spanish at U.T. Austin. Transfer students may also use the placement test to earn additional credit in Spanish or to earn credit for lower-division courses from which they were exempted without credit at another institution.

In no way will Spanish credit already earned be jeopardized by the results of a test taken subsequently.

Students who do not intend to enroll in a Spanish course but who wish to attempt to earn credit by examination may also take the placement test.

Students who take the College Board Advanced Placement Examination in Spanish Language or in Spanish Literature (see page 3) are exempt from taking the required Listening-Reading Achievement Test in Spanish.

ELIGIBILITY FOR CREDIT BY EXAMINATION IN SPANISH

To be eligible for credit, you must perform satisfactorily on the Listening-Reading Achievement Test in Spanish. You can earn credit for only those course(s) for which you do not already have a passing or failing grade.

If you have completed a U.T. Austin Spanish course and you wish to take a test to earn additional credit, then you must first obtain the written permission of the coordinator of lower-division Spanish courses (Batts 110).

TEST CAN BE TAKEN ONLY ON THE U.T. AUSTIN CAMPUS

The College Board Listening-Reading Achievement Test in Spanish is not offered by the College Board in its nation-wide testing program. It must, therefore, be taken on the U.T. Austin campus. The one-hour Reading Achievement Test in Spanish offered in the nation-wide testing program is not used by U.T. Austin.

Testing Periods: U.T. Austin regularly offers the Listening-Reading Test in Spanish several days before registration for the first summer term, during each Summer Orientation Session, and several days before registration for the fall and spring semesters. It is also offered toward the middle of the fall and spring semesters. A testing schedule can be obtained from the Measurement and Evaluation Center (MEC) no later than one month before the beginning of each testing period.

Test Results: Test results will be available within three days of the test date; the specific time and place will be announced at the time the test is given. In most cases, results are available before a student's assigned registration time.

Test Fee: The fee for the Listening-Reading Achievement Test in Spanish is \$20.00 (subject to change). You must pay the fee before the actual test time at the location and times listed in the test schedule for a particular testing period.* Students with a significant degree of documented financial need are eligible for waiver of a reasonable number of test fees (contact the Office of Student Financial Aid). In order to receive a testing-room assignment, students must present fee waivers at the place where fees are paid.

*For some testing periods, students can register in advance by mail; when advance registration is possible for a particular testing period, the testing schedule will give details.

REPEATING THE TEST: You may take the Listening-Reading Achievement Test in Spanish only once.

ADMISSION TO THE TESTING ROOM

When you pay your test fee, you will be assigned to a testing room. You must present, at the testing room, a single form of identification that includes both your signature and photograph. Without it, you will be admitted only if you submit a recognizable photograph of yourself, which will not be returned to you. You should take several sharpened No. 2 pencils to the testing room; all other test materials will be provided.

LEVEL OF PERFORMANCE REQUIRED FOR CREDIT

For 1981-1982:

3

Listening-Reading Achievement

Test Scores	U.T. Austin Credit	Grades
630 - 800	SPN 406, 407, 312K, 312L	Grades of <u>A</u> , <u>B</u> , or <u>C</u>
570 - 629	SPN 406, 407, 312K	for each course are
490 - 569	SPN 406, 407	assigned on the basis
400 - 489	SPN 406	of the specific score.

COLLEGE BOARD ADVANCED PLACEMENT EXAMINATIONS in Spanish Literature and in Spanish Language

U.T. Austin also awards credit for lower-division courses on the basis of the College Board Advanced Placement Examinations in Spanish Literature and in Spanish Language (not to be confused with the Listening-Reading Achievement Test.) The College Board AP Examinations are offered only in May each year and typically only by high schools which offer Advanced Placement Courses in Spanish. Registration deadlines, though determined by the school administering the test, are no later than March. The 1982 fee for each Spanish AP examination is \$42.00.

Unlike the Achievement Tests, the AP Examinations are based on course descriptions prepared by the College Board. These descriptions and other information about College Board AP Examinations can be obtained from some high school counselors or from the College Board, AP Exams, Box 922-IS, Princeton, N.J. 08541.

Level of Performance and Credit Awarded: The College Board AP Examinations have a score range of 1 - 5. For 1981-1982, satisfactory scores on either of the two AP Spanish Examinations are as follows:

1961-1962, satisfactory scores on either of the two AP Spanish Examinations are as follows:						
AP Examination	Score	U.T. Austin Courses/Grades				
Spanish Language		SPN 406,	407,	312K,	312L	
or	5,4,3	<u>A</u>	<u>A</u>	<u>A</u>	<u>A</u>	
Spanish Literature	2	<u>A</u>	<u>A</u>	<u>A</u>		
In addition to the above credit, scores of 3, 4, and 5 can result in the following course credit and grades, depending on which examination is taken:						
	Score	Courses/Grades		Score	Courses/Grades	
Language Examination Only	5	SPN 315M,	<u>A</u> and 327, <u>A</u>	Literature Examination Only	5	SPN 315N, <u>A</u> and 327, <u>A</u>
	4	SPN 315M,	<u>B</u> and 327, <u>B</u>		4	SPN 315N, <u>B</u> and 327, <u>B</u>
	3	SPN 315M,	<u>B</u>		3	SPN 315N, <u>B</u>

Students who take an AP Examination in Spanish are exempt from taking the Listening-Reading Achievement Test in Spanish.

Test Results for College Board Advanced Placement Examinations

In early July, the College Board sends AP Examination score reports to students, to their secondary schools, and to colleges which they have designated as score recipients.

FREQUENT QUESTIONS

- Q. If I have taken two or more years of high-school Spanish and if I use Spanish to satisfy admission units requirements, can I earn credit for the first semester Spanish course (SPN 406)?
- A. You can earn credit for SPN 406; however, each college or school has its own policy regarding whether or not SPN 406 can be counted toward fulfillment of its degree requirements. You should read your college catalogue carefully, and then, if you still have questions, address them to a degree-checker in the office of the dean of the college or school in which you are enrolled.
- Q. What should I do if I feel that my test results place me at a course level that is "too advanced?"
- A. The primary purpose of the Listening-Reading Test is to place students in the U.T. Austin courses that are best suited for them—neither too easy nor too difficult. If you feel that you are placed incorrectly, you should consult your instructor or a counselor in the lower-division Spanish office (Batts 110).
- Q. If I earn credit by examination in Spanish, must I then enroll in a U.T. Austin Spanish course in order to receive the credit earned by examination?
- A. No. The credit earned by examination is yours—regardless of whether or not you enroll in subsequent Spanish courses. Many degree programs require a specified level of proficiency in at least one foreign language, so your decision about enrolling in additional courses may be influenced by your degree requirements.
- Q. If I enter U.T. Austin with a high-school deficiency in foreign language and if my degree program requires a foreign language for graduation, can taking the placement test in Spanish help me remove the deficiency?
- A. If you earn credit by examination for SPN 406, such credit will remove the high-school foreign-language deficiency. If your degree program requires a foreign language, however, SPN 406 could not be counted toward your graduation requirements.

CLAIMING CREDIT: PETITION FORM

No credit will be reported to the Registrar until you complete and return a petition form to the Measurement and Evaluation Center. If you are eligible to claim U.T. Austin credit by examination, you must decide (a) whether or not, (b) how, and (c) when to accept the credit. You cannot claim credit by examination for a course which already appears on your official academic record.

Whether or Not to Accept Credit:

If you wish not to accept credit, you should do nothing. If you wish to accept credit, you must follow the procedure outlined below.

How to Accept Credit:

Obtain a petition form from either the Measurement and Evaluation Center (MEC) or the General Information and Referral Service Desk (ground floor of the Main Building).

Using the petition form, instruct the MEC to report your credit in one of two ways, either of which will count toward fulfillment of degree requirements.

1. Semester hours of course credit with grade. The credit, letter grade and equivalent grade points will become a part of your official academic record.
2. Semester hours of course credit without grade. The credit will become a part of your official academic record without letter grade or grade points. If credit with a letter grade will apply toward fulfillment of your degree requirements, then that same credit with the symbol CR will also apply. Credit without a grade will not affect the number of hours for which you may register on a pass-fail basis.

When to Accept Credit:

If you have not yet attended classes at U.T. Austin, please wait until after your first day of classes to submit your petition form.

If you petition during the first week of classes, your credit will be on your official record by the mid-semester pre-registration period for the following semester. *You must petition at least one month before the end of classes in order for the credit to appear on that semester's grade report.*

DESCRIPTION OF COLLEGE BOARD LISTENING-READING ACHIEVEMENT TEST IN SPANISH

This 60-minute test is divided into two sections with 20 minutes for the Listening Section and 40 minutes for the Reading Section.

DESCRIPTION OF CONTENT

General Abilities and Areas of Knowledge Tested

LISTENING COMPREHENSION:

The questions in this section are designed to measure a student's ability to understand the language as spoken by native speakers. For each question, the student listens to recorded material and selects his response to each question from choices presented in his test book. The listening section includes questions that measure comprehension of language used in everyday conversational situations as well as the more fundamental speech characteristics of news broadcasts and lectures.

The best way to familiarize yourself with the listening section of the test is to hear the spoken materials. Perhaps you can have someone read the script aloud to you while you work on the questions, or your foreign language teacher can make a recording of the script.

VOCABULARY MASTERY:

Although knowledge of vocabulary is tested implicitly throughout the tests, some questions specifically test your knowledge of the meaning of words and idiomatic expressions as they appear in the written and spoken forms of the language.

GRAMMATICAL CONTROL:

The ability to use correct language patterns is essential to the command of a language. For this reason, a number of questions are designed to test your ability to identify usage that is structurally correct and appropriate in context. Knowledge of grammatical terminology is not tested.

READING COMPREHENSION:

The ability to read with understanding is tested through reading passages representative of various styles and levels of writing. The questions based on these passages test comprehension of the overall meaning of the passage as well as of specific details. A few questions may test understanding of the author's point of view, the feelings of characters, or the mood or tone of the passage.

SPANISH SAMPLE QUESTIONS

(See previous page for description of content.)

I. SPANISH LISTENING SECTION PARTS A, B, AND C

Part A

For each question in this part you will hear a single sentence. Choose from the four pictures in your test book the one picture which corresponds to the spoken sentence and mark your answer on your answer sheet.

Question number 1... (Man) Está llegando la ola. (10 seconds)

1.



A



B



C



D

Part B

For each question in this part you will hear a short conversation between two people and will read a question about the conversation in your test book. From the four choices following each question, choose the most appropriate response.

Question number 2... (Man) ¿Panec de trigo? Lo siento. No nos queda ninguno. Pero éstos son buenos, que los hacemos de una harina muy fina.

(Woman) No, gracias. Mi familia prefiere los de trigo. (10 seconds)

2. ¿Dónde tiene lugar esta conversación?

- (A) En una panadería. (B) En una papelería.
(C) En una cervecería. (D) En un molino.

Part C

In this part you will hear a spoken selection, followed by a series of spoken questions. In the pause following each question, you are to choose the most appropriate answer from the four choices printed in your test book and indicate your choice on the answer sheet.

(Woman) Buenas tardes, don José. ¿Qué sorpresa! Es un placer ver al hijo del patrón por aquí. Como Ud. ve, ahora soy secretaria de su padre.

(Man) Gracias, Isabel. Pero, ¿dónde está papá?

(Woman) Está fuera de la ciudad en viaje de negocios.

(Man) ¡Qué lástima que no esté aquí. Quería hablarle. Pero Ud., ¿qué hace en la oficina este sábado por la tarde?

(Woman) He venido a trabajar para escapar de la persecución telefónica de ese negocio de Schultz. Figúrese Ud., cree ese loco que no tengo más que hacer en la vida que nadar con él en la piscina del club.

(Man) ¿No es agradable con este calor?

(Woman) Sí, pero he de limitar mis diversiones. Sigo unos cursos difíciles. Tengo que trabajar mucho.

(Man) Mi experiencia es que cuando las cosas no salen bien, es mejor dejarlas para otro día. Se ven más claras.

(Woman) Es posible. Cuando se tienen padres ricos y tiempo. Yo no tengo lo uno ni lo otro. Mi porvenir está en mis propias manos y he de trabajar duro al realmente quiero llegar a alguna parte.

Question number 3... (Man) ¿Por qué no se divierte mucho la secretaria? (10 seconds)

Question number 4... (Man) ¿A qué vino el hijo del patrón? (10 seconds)

Question number 5... (Man) ¿Cuál es el consejo de José cuando hay mucho que hacer? (10 seconds)

3. (A) Porque no tiene amigos.
(B) Porque no le gusta ningún deporte.
(C) Porque es ambiciosa.
(D) Porque hace demasiado calor.

4. (A) A pedirle unos informes a la secretaria.
(B) A buscar a su padre.
(C) A evitar unas horas solitarias.
(D) A animar a la secretaria a trabajar más.

5. (A) Poner manos a la obra.
(B) Buscar la ayuda de otras personas.
(C) Trabajar más horas cada día.
(D) No preocuparse demasiado.

Answer key to the listening comprehension questions

40 1. B 2. A 3. C 4. B 5. D

II. SPANISH READING SECTION

VOCABULARY MASTERY

Directions: This part consists of a number of incomplete sentences, each having four suggested completions. Select the most appropriate completion and blacken the corresponding space on the answer sheet.

1. Viene mi hermano, pero no me dijo la hora de su . . .
(A) llega (B) llegada
(C) llegado (D) llegaría
2. La camarera le sirvió muy bien y el cliente le dejó una buena . . .
(A) silla (B) cuenta
(C) cuota (D) propina

GRAMMATICAL CONTROL

Directions: Each of the following sentences contains a blank. Three of the four choices which follow can be inserted in the blank to form sentences which are grammatically correct though they may differ in meaning from each other. You are to select the one choice which does NOT fit grammatically into the incomplete sentence.

3. Miguel quiere hablar con -----
(A) ti (B) ella (C) usted (D) todos
4. Es ----- que venga.
(A) mejor (B) cierto (C) posible (D) imposible
5. El señor Quiroga está -----
(A) con sus amigos (B) el mejor preparado
(C) en el otro despacho (D) de guardia esta semana
6. Nos aburríamos ----- no tenemos nada que hacer.
(A) por (B) si (C) porque (D) puesto que

READING COMPREHENSION

Directions: Read the following passage carefully for comprehension. The passage is followed by a number of questions or incomplete statements. Select the answer or completion that is best according to the passage.

Fue en una de esas madrugadas. La sirena del depósito de tranvías llamó como de costumbre, una, dos veces. Sin embargo los tranvías no se oían salir. En cambio, se oía un rumor de enorme colmena que se rompía, de cuando en cuando, en gritos e imprecaciones. Yo salí a la ventanilla. Vivíamos en una de las pocas casas de dos pisos. Y desde arriba me era posible apreciar bien el espectáculo. El personal se reunía abajo, llenando un buen trecho de la calle Mapocho. Y una fila de hombres se oponía en los portones del depósito a la entrada de los que se empeñaban en trabajar. Era la huelga. Y un entusiasmo loco iba apoderándose del ánimo de los trabajadores tranviarios.

7. Esta acción pasa en
(A) un tren (B) un teatro
(C) una fábrica (D) un centro metropolitano
8. El ruido que se oía era de
(A) los tranvías que salían
(B) las ventanas que se rompían
(C) mucha gente que murmuraba y gritaba
(D) los hombres encerrados en el depósito
9. En la entrada del depósito
(A) no estaba nadie
(B) no pasaba nada
(C) no dejaban entrar a nadie los trabajadores
(D) se habían reunido los que esperaban el tranvía
10. El autor ve que los trabajadores tranviarios
(A) han entrado en el depósito
(B) se han quedado en sus casas
(C) no han oído la sirena
(D) se van juntando en la calle

Answer key to general reading comprehension questions

- | | | | | |
|------|------|------|------|-------|
| 1. B | 2. D | 3. A | 4. B | 5. B |
| 6. A | 7. D | 8. C | 9. C | 10. D |

COLLEGE BOARD

LISTENING-READING ACHIEVEMENT TEST

I. DESCRIPTION OF CONTENT

General abilities and areas of knowledge tested

The modern foreign language Achievement Tests are designed to measure ability and knowledge in several broad areas as described below.

LISTENING COMPREHENSION: The questions in this portion are designed to measure a student's ability to understand the language as spoken by native speakers. For each question, the student listens to recorded material and selects his response to each question from choices presented in his test book. The listening portion includes questions that measure comprehension of language used in everyday conversational situations as well as the more formal speech characteristic of news broadcasts and lectures. The listening comprehension questions, of course, are not included in the reading-only tests.

VOCABULARY MASTERY: Although knowledge of vocabulary is tested implicitly throughout the tests, some questions specifically test your knowledge of the meaning of words and idiomatic expressions as they appear in the written and spoken forms of the language. Words and expressions selected range from those that are quite common to those that, though they occur with somewhat less frequency, would probably have been encountered by most students. Since the broad knowledge of vocabulary reflected by the test is acquired only through extensive reading and speaking practice, it is improbable that the study of specific word lists will significantly affect your performance on the test.

GRAMMATICAL CONTROL: The ability to use correct language patterns is essential to the command of a language. For this reason, a number of questions are designed to test your ability to identify usage that is structurally correct and appropriate in context. Knowledge of grammatical terminology is not tested.

READING COMPREHENSION: The ability to read with understanding is tested through reading passages representative of various styles and levels of writing. The questions based on these passages test comprehension of the overall meaning of the passage as well as of specific details. A few questions may test understanding of the author's point of view, the feelings of characters, or the mood or tone of the passage.

This 60-minute test is divided into two sections with 20 minutes for the Listening Section and 40 minutes for the Reading Section.

SAMPLE QUESTIONS: LISTENING-READING ACHIEVEMENT TEST IN SPANISH

I. LISTENING COMPREHENSION

The best way to familiarize yourself with the listening portion of the test is to hear the spoken materials. Perhaps you can have someone read the script aloud to you while you work on the questions, or your foreign language teacher can make a recording of the script.

Part A

For each question in this part you will hear a single sentence. Choose from the four pictures in your test book the one picture which corresponds to the spoken sentence and mark your answer on your answer sheet.

Question number 1 ... (Man) Está llegando la ola. (10 seconds)



Part B

For each question in this part you will hear a short conversation between two people and will read a question about the conversation in your test book. From the four choices following each question, choose the most appropriate response.

Question number 1 ... (Man) ¿Panes de trigo? Lo siento. No nos queda ninguno. Pero éstos son buenos, que los hacemos de una harina muy fina.

(Woman) No, gracias. Mi familia prefiere los de trigo. (10 seconds)

2. ¿Dónde tiene lugar esta conversación?
(A) En una panadería. (B) En una papelería.
(C) En una carnicería. (D) En un molino.

Part C

In this part you will hear a spoken selection, followed by a series of spoken questions. In the pause following each question, you are to choose the most appropriate answer from the four choices printed in your test book and indicate your choice on the answer sheet.

(Woman) Buenas tardes, don José. ¡Qué sorpresa! Es un placer ver al hijo del patrón por aquí. Como Ud. ve, ahora soy secretaria de su padre.

(Man) Gracias, Isabel. Pero, ¿dónde está papá?

(Woman) Está fuera de la ciudad en viaje de negocios.

(Man) Lástima que no esté aquí. Quería hablarle. Pero Ud., ¿qué hace en la oficina este sábado por la tarde?

(Woman) He venido a trabajar para escapar de la persecución telefónica de ese nacio de Schultz. Figúrese Ud., cree ese loco que no tengo más que hacer en la vida que nadar con él en la piscina del club.

(Man) ¿No es agradable con este calor?

(Woman) Sí, pero he de limitar mis diversiones. Sigo unos cursos difíciles. Tengo que trabajar mucho.

(Man) Mi experiencia es que cuando las cosas no salen bien, es mejor dejarlas para otro día. Se ven más claras.

(Woman) Es posible. Cuando se tienen padres ricos y tiempo. Yo no tengo lo uno ni lo otro. Mi porvenir está en mis propias manos y he de trabajar duro si realmente quiero llegar a alguna parte.

Question number 3 ... (Man) ¿Por qué no se divierte mucho la secretaria? (10 seconds)

Question number 4 ... (Man) ¿A qué vino el hijo del patrón? (10 seconds)

Question number 5 ... (Man) ¿Cuál es el consejo de José cuando hay mucho que hacer? (10 seconds)

3. (A) Porque no tiene amigos.
(B) Porque no le gusta ningún deporte.
(C) Porque es ambiciosa.
(D) Porque hace demasiado calor.
4. (A) A pedirle unos informes a la secretaria.
(B) A buscar a su padre.
(C) A evitar unas horas solitarias.
(D) A animar a la secretaria a trabajar más.
5. (A) Poner manos a la obra.
(B) Buscar la ayuda de otras personas.
(C) Trabajar más horas cada día.
(D) No preocuparse demasiado.

Answer key to the listening comprehension questions

1. B 2. A 3. C 4. B 5. D

II. GENERAL READING COMPREHENSION

VOCABULARY MASTERY

Directions: This part consists of a number of incomplete sentences, each having four suggested completions. Select the most appropriate completion and blacken the corresponding space on the answer sheet.

1. Viene mi hermano, pero no me dijo la hora de su ...
(A) llega (B) llegada
(C) llegado (D) llegaría
2. La camarera le sirvió muy bien y el cliente le dejó una buena ...
(A) silla (B) cuenta
(C) cuota (D) propina

GRAMMATICAL CONTROL

Directions: Each of the following sentences contains a blank. Three of the four choices which follow can be inserted in the blank to form sentences which are grammatically correct though they may differ in meaning from each other. You are to select the one choice which does NOT fit grammatically into the incomplete sentence.

3. Miguel quiere hablar con
(A) ti (B) ella (C) usted (D) todos
4. Es que venga.
(A) mejor (B) cierto (C) posible (D) imposible
5. El señor Quiroga está
(A) con sus amigos (B) el mejor preparado
(C) en el otro despacho (D) de guardia esta semana
6. Nos aburrimos no tenemos nada que hacer.
(A) por (B) si (C) porque (D) puesto que

READING COMPREHENSION

Directions: Read the following passage carefully for comprehension. The passage is followed by a number of questions or incomplete statements. Select the answer or completion that is best according to the passage.

Fue en una de esas madrugadas. La sirena del depósito de tranvías llamó como de costumbre, una, dos veces. Sin embargo los tranvías no se oían salir. En cambio, se sentía un rumor de enorme colmena que se rompía, de cuando en cuando, en gritos e imprecaciones. Yo salí a la ventanilla. Vivíamos en una de las pocas casas de dos pisos. Y desde arriba me era posible apreciar bien el espectáculo. El personal se reunía abajo, llenando un buen trecho de la calle Mapocho. Y una fila de hombres se oponía en las portomas del depósito a la entrada de los que se empeñaban en trabajar. Era la huelga. Y un entusiasmo loco iba apoderándose del ánimo de los trabajadores tranviarios.

7. Esta acción pasa en
(A) un tren (B) un teatro
(C) una fábrica (D) un centro metropolitano
8. El ruido que se oía era de
(A) los tranvías que salían
(B) las ventanas que se rompían
(C) mucha gente que murmuraba y gritaba
(D) los hombres encerrados en el depósito
9. En la entrada del depósito
(A) no estaba nadie
(B) no pasaba nada
(C) no dejaban entrar a nadie los trabajadores
(D) se habían reunido los que esperaban el tranvía
10. El autor ve que los trabajadores tranviarios
(A) han entrado en el depósito
(B) se han quedado en sus casas
(C) no han oído la sirena
(D) se van juntando en la calle

Answer key to general reading comprehension questions

- | | | | | |
|------|------|------|------|-------|
| 1. B | 2. D | 3. A | 4. B | 5. B |
| 6. A | 7. D | 8. C | 9. C | 10. D |

CLEP SUBJECT EXAMINATION IN SPANISH

The examinations in French, German, and Spanish are designed to measure knowledge and ability equivalent to that of students who have completed from two to four semesters of college language study. The Levels 1 and 2 designation indicates that the examination is focused on skills typically achieved from the end of the first year through the second year of college study of the language. Both levels are incorporated into a single examination. Each examination is 90 minutes in length and composed of reading and listening sections.

The CLEP modern language tests measure knowledge and ability in the following broad areas:

1. *Vocabulary mastery*—Although knowledge of vocabulary is tested implicitly throughout the tests, some questions specifically test word meaning and idiomatic expressions as they appear in the written and spoken forms of the language. Words and expressions reflect the vocabulary usually encountered in the first two years of college language study. Since the extensive vocabulary reflected in the tests is acquired only through much study and practice, it is improbable that last-minute review of word lists will significantly affect one's performance on any of the tests.
2. *Grammatical control*—The ability to use correct language patterns is essential to the command of a language. For this reason, a number of questions are designed to test ability to identify usage that is structurally correct and appropriate in context. Questions requiring a knowledge of grammatical terms are not asked.
3. *Reading comprehension*—The ability to read with understanding is tested through reading passages taken from a variety of prose styles and levels of difficulty. The questions based on the passages test comprehension of overall meaning as well as of specific details. A few questions test understanding of the author's point of view, the feelings of the characters, or the mood and tone of the passage.
4. *Listening comprehension*—The questions in this part of each test are designed to measure the ability to understand the respective languages as used by native speakers in everyday conversation. The candidate listens to recorded materials and selects the response to each question from choices presented either in the test book or on the recording.

Although there is wide variation in the difficulty of individual questions on the tests, most are intended to be of moderate difficulty. Since the tests are designed to be fair to people who have prepared in different ways or have taken courses at different colleges, it is not expected that everyone taking the tests will be able to answer every question.

Following are sample questions representative of the types found in each examination and test directions for the sets of sample questions.

COLLEGE SPANISH - Levels 1 and 2

SAMPLE QUESTIONS

Reading:

VOCABULARY

Directions: This part consists of a number of incomplete statements, each having four suggested completions. Select the most appropriate completion.

1. Esta mañana tuvimos . . . en el desayuno.
(A) hora (B) temprano (C) frutas (D) reloj
2. Al entrar en la casa de mi amigo todos . . .
(A) se saludaron (B) dijeron adiós
(C) se despidieron (D) se casaron

STRUCTURE

Directions: In this part you are to select the appropriate word or phrase which will make the sentence grammatically correct.

3. Paco . . . estudiar.
(A) necesita (B) aprende (C) trata (D) va
4. Marta siempre se levanta . . . temprano.
(A) mucho (B) muy (C) a (D) por
5. ¿Quiere Ud. que le . . . el libro de español al alumno?
(A) compra (B) presta (C) mande (D) lee

READING COMPREHENSION

Directions: Read the following passage carefully for comprehension. The passage is followed by a number of incomplete statements. Select the completion that is best according to the passage.

Terrible tragedia ha sido la sufrida por los participantes en la regata Santander-Trinidad. En la tarde de hoy miércoles el 19 de agosto, el mar se ha cobrado el tributo de cinco vidas humanas y todavía no se tiene noticia alguna de otros tres yates ni, por supuesto, de sus tripulaciones.

6. Los muertos de que se habla aquí se perdieron en
(A) una guerra (B) un incendio
(C) una isla desierta (D) una competición de barcos
7. La tragedia ha ocurrido en
(A) primavera (B) otoño (C) verano (D) invierno
8. Con los tres yates, han desaparecido también
(A) el triple de ese número
(B) las personas a bordo
(C) los responsables del crimen
(D) el tributo que llevaban

Listening:

All the italicized material in the following questions represents what you would hear on an actual test recording.

Directions: For each question in this part you will hear a single sentence. Choose from the four pictures the one which corresponds to the spoken sentence.

9. (Woman) *Ellas escriben a máquina.*



A



B



C



D

Directions: For each question in this part you will hear a short conversation between two people and you will read a question about the conversation. From the four choices following each question, choose the appropriate response.

10. (Man A) *¿Qué tal, José? ¿Cómo sigues?*
(Man B) *Me siento mejor, pero el médico dice que tengo que quedarme cinco o seis días más en esta institución. (10 seconds)*

¿Dónde tiene lugar esta conversación?

- (A) En la calle. (B) En el club deportivo.
(C) En un sanatorio. (D) En una casa de huéspedes.

Directions: In this part you will hear a spoken selection, followed by a series of spoken questions. In the pause following each question, you are to choose the most appropriate answer from the four printed choices.

- (Woman) *Tú conoces a Pedro. Pero, ¿sabes que es el hombre más testarudo y bruto del mundo? Se enloquece por el fútbol e insiste en que le acompañe al partido del domingo y lo hago, a pesar de que el espectáculo me aburre. Prefiero que nos quedemos en casa o que demos un paseo. Así ahorramos dinero y podemos estar solos. Figúrate, le echo de menos tanto cuando estamos separados. El fin de semana me es muy importante y lo echamos a perder en el estadio metropolitano. Pero, ¿qué se puede hacer?*

11. (Man) *¿De qué se queja la señora? (12 seconds)*

- (A) De que el marido nunca sale.
(B) Del resultado del partido de fútbol.
(C) De lo difícil que es su marido.
(D) De la necesidad de permanecer en casa.

12. (Man) *¿Por qué no quiere la señora asistir al fútbol?*
(12 seconds)

(A) Porque prefiere otro equipo.
(B) Porque no le gusta el deporte.
(C) Porque no se lo permiten sus padres.
(D) Porque le falta dinero.

13. (Man) *¿Por qué le da ella tanta importancia al fin de semana?* (12 seconds)

(A) Porque quiere estar con Pedro.
(B) Porque no hay partidos.
(C) Porque va al estadio.
(D) Porque se queda sola el domingo.

Directions: In this part of the test you will hear several questions based on the picture which you see below. The choices for each question are printed above the picture. During the test you will have five seconds to examine the picture before the questions begin.

14. (Man) *¿Qué tiene el hombre en la mano?* (10 seconds)

(A) Un ramo de flores. (B) Tres árboles.
(C) El sombrero. (D) Un banco.

15. (Woman) *¿Dónde está el hombre?* (10 seconds)

(A) En la iglesia. (B) Sin su novia.
(C) En el parque. (D) Con las flores.



Directions: For each sentence you will hear in this part, there are four printed choices. One of the choices has the same meaning as one of the words included in the spoken sentence. Since you will not know beforehand which word in the sentence is being tested, you must listen carefully to the speaker. After you hear the sentence, look at the four choices and decide which one means the same as one of the words you heard.

16. (Man) *Hábleme de deporte, por favor.* (10 seconds)

(A) en seguida (B) lentamente (C) otra vez (D) mañana

17. (Woman) *Dicen que es una mujer muy bonita.*
(10 seconds)

(A) callada (B) tranquila (C) gorda (D) hermosa

Directions: Each question that you will hear in this part will be followed immediately by four suggested answer choices. You will need to listen carefully to all four answers before making your choice.

18. (Man A) *¿Cómo está Ud., Señor Gómez?*

(Man B) (A) Hace frío. (B) Mañana a las ocho.
(C) Bastante bien, gracias.
(D) Sí, por favor. (5 seconds)

ANSWER KEY TO SAMPLE QUESTIONS
(College Spanish - Levels 1 and 2)

Reading:		Listening:	
1. C	5. C	9. B	13. A
2. A	6. D	10. C	14. A
3. A	7. C	11. C	15. C
4. B	8. B	12. B	16. B
			17. D
			18. C

Placement System for College Board Achievement Test in Spanish Listening-Reading
Credit by Examination in Spanish after May 15, 1980

MEC Placement Category	Composite Score	Credit and Grade				Register for:
		406	407	312K	312L	
90	750-800	<u>A</u>	<u>A</u>	<u>A</u>	<u>A</u>	Before enrolling in upper-division courses, register for SPN 315M, SPN 315N, or SPN 318.
88	710-749	<u>A</u>	<u>A</u>	<u>A</u>	<u>B</u>	
86	690-709	<u>A</u>	<u>A</u>	<u>B</u>	<u>B</u>	
85	640-689	<u>A</u>	<u>A</u>	<u>B</u>	<u>C</u>	
83	630-639	<u>A</u>	<u>A</u>	<u>C</u>	<u>C</u>	
63	610-629	<u>A</u>	<u>A</u>	<u>C</u>		SPN 312L
62	570-609	<u>A</u>	<u>B</u>	<u>C</u>		SPN 312L
44	550-569	<u>A</u>	<u>B</u>			SPN 312K
43	520-549	<u>A</u>	<u>C</u>			SPN 312K
40	490-519	<u>B</u>	<u>C</u>			SPN 312K
22	460-489	<u>B</u>				SPN 408K
20	400-459	<u>C</u>				SPN 408K
10	200-399	No Credit				SPN 408K or 406

Placement System for the CLEP Subject Examination in Spanish after June 1, 1980
Credit by Examination in Spanish

MEC Placement Category	Total Score	Credit and Grade				Register for:
		406	407	312K	312L	
90	71-80	<u>A</u>	<u>A</u>	<u>A</u>	<u>A</u>	Before enrolling in upper-division courses, register for SPN 315M, SPN 315N, or SPN 318.
88	67-70	<u>A</u>	<u>A</u>	<u>A</u>	<u>B</u>	
86	66	<u>A</u>	<u>A</u>	<u>B</u>	<u>B</u>	
85	61-65	<u>A</u>	<u>A</u>	<u>B</u>	<u>C</u>	
83	--	<u>A</u>	<u>A</u>	<u>C</u>	<u>C</u>	
63	59-60	<u>A</u>	<u>A</u>	<u>C</u>		SPN 312L
62	56-58	<u>A</u>	<u>B</u>	<u>C</u>		SPN 312L
44	54-55	<u>A</u>	<u>B</u>			SPN 312K
43	51-53	<u>A</u>	<u>C</u>			SPN 312K
40	49-50	<u>B</u>	<u>C</u>			SPN 312K
22	46-48	<u>B</u>				SPN 408K
20	41-45	<u>C</u>				SPN 408K
10	20-40	No Credit				SPN 408K or 406

Appendix B

**Descriptive Statistics from Two Standard-Setting Administrations of
Two College Board Tests**

Table 11

Mean Scores and Mean Preliminary Course Grades, Standard Deviations, and Correlation Coefficients for the College Board Achievement Test in Spanish Listening-Reading Spanish Validity Study, 1972
(N = 1,335)

Level and/or Course	N	Listening Score		Reading Score		Composite Score		Preliminary Course Grade		Correlation Coefficient (Composite Score/ Course Grade)
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	
Level IV (312L)	348	581	90	592	81	596	83	2.39	1.06	.59
Level III (312K)	334	568	76	548	75	559	74	2.58	0.89	.54
Level II (407-Sp)	210	504	66	489	63	492	61	2.73	0.89	.39
Level II (407)	182	499	61	509	64	505	61	2.77	0.97	.49
Level I (406)	261	458	59	434	46	435	46	2.85	0.86	.47

Table 12

Mean Scores and Mean Preliminary Course Grades, Standard Deviations, and Correlation Coefficients for the College Board CLEP Subject Examination in Spanish
Spanish Validity Study, 1976
(N = 422)

Level and/or Course	N	Listening Score		Reading Score		Total Score		Preliminary Course Grade		Correlation Coefficient (Composite Score/ Course Grade)
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	
Level IV (312L)	78	54		55		55		2.47		.55
			9		7		8		0.98	
Level III (312K)	81	49		51		50		2.31		.58
			8		7		7		1.09	
Level II (408K)	68	45		47		46		3.22		.34
			7		6		6		0.94	
Level II (407)	103	45		45		45		2.92		.50
			6		6		6		0.85	
Level I (406)	92	42		41		41		2.81		.47
			8		6		7		0.98	

Appendix C

End-of-Course Test Scores on Two College Board Tests in Relation to
Performance in Levels I-IV Courses

Table 13.1

End-of-Course Achievement Test Scores in Relation to Performance in Level I Course: Spanish 406
Frequency Distributions, Descriptive Statistics, and Expected Scores

Test Scores	Preliminary Grades in Spanish 406					Total
	F	D	C	B	A	
700-800					1	1
660-690				1		1
650						
640					1	1
630						
620						
610						
600					1	1
590						
580					1	1
570					3	3
560					3	3
550					2	2
540		1		1	4	6
530				1	6	7
520			1	4	4	9
510			1	3	6	10
500	1	1		2	6	10
490				6	10	16
480				5	12	17
470			6	10	11	27
460			2	10	17	29
450		2	5	15	13	35
440	1	4	6	20	16	47
430		5	13	14	15	47
420		5	19	22	11	57
410	2	11	18	23	14	68
400	1	10	11	27	17	66
390	4	9	17	24	7	61
380	4	5	17	15	6	47
370		5	10	9	2	26
360	1	2	3	3	2	11
350		1	4	2		7
340		4	3	1		8
330			1			1
320						
310						
200-300						

Expected Score =

$$(\text{Prelim. Grade} \times 18.57191) + (375.1346)$$

Total	14	65	137	218	191	625	Mean Grade	Standard Deviation
%	2 %	10 %	22 %	35 %	31 %	100 %	2.81	1.05
Mean Score	400	402	407	425	456	427	Correlation Coefficient $r = .40$	
Standard Deviation	33	34	33	42	55	49		
Expected Score	375	394	412	431	449			

Table 13.2

End-of-Course Achievement Test Scores in Relation to Performance in Level I Course: Spanish 406
Combined Frequency Distributions and Expected Grades

Test Scores	Expected Grades	Course Grades		Total
		Unsatisf. D-F	Satisf. A-C	
700-800	4.00		1	1
660-690	4.00		1	1
650	4.00			
640	4.00		1	1
630	4.00			
620	4.00			
610	4.00			
600	4.00		1	1
590	4.00			
580	4.00		1	1
570	4.00		3	3
560	3.96		3	3
550	3.88		2	2
540	3.79	1	5	6
530	3.70		7	7
520	3.62		9	9
510	3.53		10	10
500	3.44	2	8	10
490	3.36		16	16
480	3.27		17	17
470	3.18		27	27
460	3.10		29	29
450	3.01	2	33	35
440	2.92	5	42	47
430	2.84	5	42	47
420	2.75	5	52	57
410	2.66	13	55	68
400	2.58	11	55	66
390	2.49	13	48	61
380	2.40	9	38	47
370	2.32	5	21	26
360	2.23	3	8	11
350	2.14	1	6	7
340	2.05	4	4	8
330	1.97		1	1
320	1.88			
310	1.80			
200-300	0.84-1.71			

Expected Grade =

$$\left(\text{Test Score} \times .00866 \right) + (-0.88773)$$

Total		79	546	625	Mean Grade	Standard Deviation
					2.81	1.05
%		13 %	87 %	100%	Correlation Coefficient	
Mean Score		402	431	427		
Standard Deviation		34	49	49		

Correlation Coefficient

$r = .40$

Table 13.3

End-of-Course Achievement Test Scores in Relation to Performance in Level I Course: Spanish 406
Possible Decision Scores and Corresponding Accuracies of Placement
(N = 625)

Placement Category	Cumulative Numbers of Students		Percent of Students in Each Placement Category		Overall Accuracy of Placement		
	Unsatisfactory D-F	Satisfactory A-C	Unsatisfactory D-F	Satisfactory A-C	Accuracy Category	No. of Students	% of Students
420 - up	High 20	310 OK	High 25 %	57 % OK	Too High	20	3 %
Below 420	OK 59	236 Low	OK 75 %	43 % Low	Correct	369	59 %
					Too Low	236	38 %
410 - up	High 33	365 OK	High 42 %	67 % OK	Too High	33	5 %
Below 410	OK 46	181 Low	OK 58 %	33 % Low	Correct	411	66 %
					Too Low	181	29 %
400 - up	High 44	420 OK	High 56 %	77 % OK	Too High	44	7 %
Below 400	OK 35	126 Low	OK 44 %	23 % Low	Correct	455	73 %
					Too Low	126	20 %
390 - up	High 57	468 OK	High 72 %	86 % OK	Too High	57	9 %
Below 390	OK 22	78 Low	OK 28 %	14 % Low	Correct	490	78 %
					Too Low	78	12 %
380 - up	High 66	506 OK	High 84 %	93 % OK	Too High	66	11 %
Below 380	OK 13	40 Low	OK 16 %	7 % Low	Correct	519	83 %
					Too Low	40	6 %
370 - up	High 71	527 OK	High 90 %	97 % OK	Too High	71	11 %
Below 370	OK 8	19 Low	OK 10 %	3 % Low	Correct	535	86 %
					Too Low	19	3 %
360 - up	High 74	535 OK	High 94 %	98 % OK	Too High	74	12 %
Below 360	OK 5	11 Low	OK 6 %	2 % Low	Correct	540	86 %
					Too Low	11	2 %
350 - up	High 75	541 OK	High 95 %	99 % OK	Too High	75	12 %
Below 350	OK 4	5 Low	OK 5 %	1 % Low	Correct	545	87 %
					Too Low	5	1 %
340 - up	High 79	545 OK	High 100 %	>99 % OK	Too High	79	13 %
Below 340	OK 0	1 Low	OK 0 %	<1 % Low	Correct	545	87 %
					Too Low	1	<1 %
330 - up	High 79	546 OK	High 100 %	100 % OK	Too High	79	13 %
Below 330	OK 0	0 Low	OK 0 %	0 % Low	Correct	546	87 %
					Too Low	0	0 %

Table 13.4

End-of-Course Achievement Test Scores in Relation to Performance in Level I Course:
Spanish 406 Scores Suggested by Six Guidelines for Selecting Decision Scores

Guideline	Achievement Composite Score
1. Expected scores for students whose performance in course was just minimally satisfactory--i.e., students with preliminary grades of <u>C</u> .	410
2. Score for which expected grade was just minimally satisfactory--i.e., <u>C</u> .	340
3. Score for which within-category percents of errors were most nearly equal.	410
4. Score for which overall percents of errors were most nearly equal.	390
5. Score that would have cut off (or held back) approximately the same number of students as were in the Unsatisfactory performance group.	390
6. Score that would have maximized overall accuracy of placement.	330

Table 14.1

End-of-Course Achievement Test Scores in Relation to Performance in One Level II Course:
Spanish 407 Frequency Distributions, Descriptive Statistics, and Expected Scores

Test Scores	Preliminary Grades in Spanish 407					Total
	F	D	C	B	A	
700-800					1	1
660-690				2	3	5
650						
640				1	1	2
630						
620					2	2
610			1	1	3	5
600					2	2
590				2	3	5
580				1	2	3
570		1		1	3	5
560				3	2	5
550			1	7	3	11
540				8	3	11
530			2	14	7	23
520			3	7	14	24
510				10	8	18
500		1	3	8	5	17
490			4	10	8	22
480		1	5	13	3	22
470	1	1	4	13	4	23
460			7	11	1	21
450			9	14	1	24
440	2	1	8	5	7	23
430	2	5	6	9	3	25
420	1	3	6	8	1	19
410	3	1	10	4	1	19
400	3		4	3	1	11
390	1		7	5		13
380			2	1		3
370	1		1			2
360						
350						
340						
330						
320						
310						
200-300						

Expected Score =

$$\left(\begin{array}{c} \text{Prelim.} \\ \text{Grade} \end{array} \times 29.64499 \right) + (397.20998)$$

total	14	14	83	161	94	366	Mean Grade	Standard Deviation
%	4 %	4 %	23 %	44 %	26 %	100%	2.84	0.98
Mean score	416	449	445	485	521	481	Correlation Coefficient $r = .47$	
Standard deviation	24	42	44	54	63	61		
Expected score	397	427	456	486	516			

Table 14.2

End-of-Course Achievement Test Scores in Relation to Performance in One Level II Course:
Spanish 407 Combined Frequency Distributions and Expected Grades

Test Scores	Expected Grades	Course Grades		Total
		Unsatisf. D-F	Satisf. A-C	
700-800	4.00		1	1
660-690	4.00		5	5
650	4.00			
640	4.00		2	2
630	3.97			
620	3.89		2	2
610	3.82		5	5
600	3.74		2	2
590	3.66		5	5
580	3.59		3	3
570	3.51	1	4	5
560	3.44		5	5
550	3.36		11	11
540	3.29		11	11
530	3.21		23	23
520	3.13		24	24
510	3.06		18	18
500	2.98	1	16	17
490	2.91		22	22
480	2.83	1	21	22
470	2.76	2	21	23
460	2.68		21	21
450	2.60		24	24
440	2.53	3	20	23
430	2.45	7	18	25
420	2.38	4	15	19
410	2.30	4	15	19
400	2.22	3	8	11
390	2.15	1	12	13
380	2.07		3	3
370	2.00	1	1	2
360	1.92			
350	1.85			
340	1.77			
330	1.69			
320	1.62			
310	1.54			
200-300	0.71-1.47			

Expected Grade =

$$\left(\begin{array}{c} \text{Test} \\ \text{Score} \end{array} \times .00758 \right) + (-0.80760)$$

Total	--	28	338	366	Mean Grade	Standard Deviation
%	--	8 %	92 %	100%	2.84	0.98
Mean Score	--	432	485	481	Correlation Coefficient $r = .47$	
Standard Deviation	--	38	61	61		

Table 14.3

End-of-Course Achievement Test Scores in Relation to Performance in One Level II Course:
Spanish 407 Possible Decision Scores and Corresponding Accuracies of Placement
(N = 366)

Placement Category	Cumulative Numbers of Students		Percent of Students in Each Placement Category		Overall Accuracy of Placement		
	Unsatisfactory D-F	Satisfactory A-C	Unsatisfactory D-F	Satisfactory A-C	Accuracy Category	No. of Students	% of Students
490 - up	High 2	159 OK	High 7 %	47 % OK	Too High	2	1 %
Below 490	OK 26	179 Low	OK 93 %	53 % Low	Correct	185	51 %
					Too Low	179	49 %
480 - up	High 3	180 OK	High 11 %	53 % OK	Too High	3	1 %
Below 480	OK 25	158 Low	OK 89 %	47 % Low	Correct	205	56 %
					Too Low	148	43 %
470 - up	High 5	201 OK	High 18 %	59 % OK	Too High	5	1 %
Below 470	OK 23	137 Low	OK 82 %	41 % Low	Correct	224	61 %
					Too Low	137	37 %
460 - up	High 5	222 OK	High 18 %	66 % OK	Too High	5	1 %
Below 460	OK 23	116 Low	OK 82 %	34 % Low	Correct	245	67 %
					Too Low	116	32 %
450 - up	High 5	246 OK	High 18 %	73 % OK	Too High	5	1 %
Below 450	OK 23	92 Low	OK 82 %	27 % Low	Correct	269	73 %
					Too Low	92	25 %
440 - up	High 8	266 OK	High 29 %	79 % OK	Too High	8	2 %
Below 440	OK 20	72 Low	OK 71 %	21 % Low	Correct	286	78 %
					Too Low	72	20 %
430 - up	High 15	284 OK	High 54 %	84 % OK	Too High	15	4 %
Below 430	OK 13	54 Low	OK 46 %	16 % Low	Correct	297	81 %
					Too Low	54	15 %
420 - up	High 19	299 OK	High 68 %	88 % OK	Too High	19	5 %
Below 420	OK 9	39 Low	OK 32 %	12 % Low	Correct	308	84 %
					Too Low	39	11 %
410 - up	High 23	314 OK	High 82 %	93 % OK	Too High	23	6 %
Below 410	OK 5	24 Low	OK 18 %	7 % Low	Correct	319	87 %
					Too Low	24	7 %
400 - up	High 26	322 OK	High 93 %	95 % OK	Too High	26	7 %
Below 400	OK 2	16 Low	OK 7 %	5 % Low	Correct	324	89 %
					Too Low	16	4 %

Table 14.4

End-of-Course Achievement Test Scores in Relation to Performance in One Level II Course:
Spanish 407 Scores Suggested by Six Guidelines for Selecting Decision Scores

Guideline	Achievement Composite Score
1. Expected score for students whose performance in course was just minimally satisfactory--i.e., students with preliminary grades of <u>C</u> .	460
2. Score for which expected grade was just minimally satisfactory--i.e., <u>C</u>	370
3. Score for which within-category percents of errors were most nearly equal.	440
4. Score for which overall percents of errors were most nearly equal.	410
5. Score that would have cut off (or held back) approximately the same number of students as were in the Unsatisfactory performance group.	410
6. Score that would have maximized overall accuracy of placement.	380

Table 15.1

End-of-Course Achievement Test Scores in Relation to Performance in the Other Level II Course:
Spanish 408K Frequency Distributions, Descriptive Statistics, and Expected Scores

Preliminary Grades in Spanish 408K						
Test Scores	F	D	C	B	A	Total
700-800					3	3
660-690					6	6
650			2		1	3
640					3	3
630				1		1
620				2	2	4
610				1	5	6
600				1	3	4
590			1		2	3
580				5	3	8
570			1	4	8	13
560			3	5	6	14
550			1	2	10	13
540			1	12	6	19
530			2	9	8	19
520			4	5	10	19
510		1	3	10	6	20
500			6	6	6	18
490	1		6	8	5	20
480		3	3	9	4	19
470	1	1	8	13	1	24
460		1	10	4	4	19
450		1	10	7	1	19
440	1		4	7	1	13
430		1	4	2	1	8
420		1	9	3		13
410	1		5	6		12
400		1				1
390			2	1		3
380		1	5	1		7
370				1		
360		1	1			2
350						
340						
330						
320						
310						
200-300						
Total	4	12	91	125	105	337
%	1 %	4 %	27 %	37 %	31 %	100%
Mean Score	453	443	467	498	553	504
Standard Deviation	30	44	55	54	65	68
Expected Score	393	431	469	507	545	

Expected Score =

$$\left(\text{Prelim. Grade} \times 37.91374 \right) + (392.88817)$$

Table 15.2

End-of-Course Achievement Test Scores in Relation to Performance in the Other Level II Course:
Spanish 408K Combined Frequency Distributions and Expected Grades

Test Scores	Expected Grades	Course Grades		Total
		Unsatisf. D-F	Satisf. A-C	
700-800	4.00		3	3
660-690	4.00		6	6
650	3.94		3	3
640	3.87		3	3
630	3.80		1	1
620	3.73		4	4
610	3.66		6	6
600	3.59		4	4
590	3.52		3	3
580	3.46		8	8
570	3.39		13	13
560	3.32		14	14
550	3.25		13	13
540	3.18		19	19
530	3.12		19	19
520	3.05		19	19
510	2.98	1	19	20
500	2.91		18	18
490	2.84	1	19	20
480	2.77	3	16	19
470	2.70	2	22	24
460	2.63	1	18	19
450	2.57	1	18	19
440	2.50	1	12	13
430	2.43	1	7	8
420	2.36	1	12	13
410	2.29	1	11	12
400	2.22	1		1
390	2.15		3	3
380	2.09	1	6	7
370	2.02		1	1
360	1.95	1	1	2
350	1.88			
340	1.81			
330	1.74			
320	1.68			
310	1.61			
200-300	0.85-1.54			

Expected Grade =

$$\left(\text{Test Score} \times .00685 \right) + (-0.51656)$$

Total	--	16	321	337	Mean Grade	Standard Deviation
%	--	5 %	95 %	100%	2.93	0.91
Mean Score	--	446	507	504	Correlation Coefficient $r = .51$	
Standard Deviation	--	41	67	68		

Table 15.3

End-of-Course Achievement Test Scores in Relation to Performance in the Other Level II Course:
 Spanish 408K Possible Decision Scores and Corresponding Accuracies of Placement
 (N = 337)

Placement Category	Cumulative Numbers of Students		Percent of Students in Each Placement Category		Overall Accuracy of Placement		
	Unsatisfactory D-F	Satisfactory A-C	Unsatisfactory D-F	Satisfactory A-C	Accuracy Category	No. of Students	% of Students
490 - up	High 2	194 OK	High 12 %	60 % OK	Too High	2	1 %
Below 490	OK 14	127 Low	OK 88 %	40 % Low	Correct	208	62 %
					Too Low	127	38 %
480 - up	High 5	210 OK	High 31 %	65 % OK	Too High	5	1 %
Below 480	OK 11	111 Low	OK 69 %	35 % Low	Correct	221	66 %
					Too Low	111	33 %
470 - up	High 7	232 OK	High 44 %	72 % OK	Too High	7	2 %
Below 470	OK 9	89 Low	OK 56 %	28 % Low	Correct	241	72 %
					Too Low	89	26 %
460 - up	High 8	250 OK	High 50 %	78 % OK	Too High	8	2 %
Below 460	OK 8	71 Low	OK 50 %	22 % Low	Correct	258	77 %
					Too Low	71	21 %
450 - up	High 9	268 OK	High 56 %	83 % OK	Too High	9	3 %
Below 450	OK 7	53 Low	OK 44 %	17 % Low	Correct	275	82 %
					Too Low	53	16 %
440 - up	High 10	280 OK	High 62 %	87 % OK	Too High	10	3 %
Below 440	OK 6	41 Low	OK 38 %	13 % Low	Correct	286	85 %
					Too Low	41	12 %
430 - up	High 11	287 OK	High 69 %	89 % OK	Too High	11	3 %
Below 430	OK 5	34 Low	OK 31 %	11 % Low	Correct	292	87 %
					Too Low	34	10 %
420 - up	High 12	299 OK	High 75 %	93 % OK	Too High	12	4 %
Below 420	OK 4	22 Low	OK 25 %	7 % Low	Correct	303	90 %
					Too Low	22	6 %
410 - up	High 13	310 OK	High 81 %	97 % OK	Too High	13	4 %
Below 410	OK 3	11 Low	OK 19 %	3 % Low	Correct	313	93 %
					Too Low	11	3 %
400 - up	High 14	310 OK	High 88 %	97 % OK	Too High	14	4 %
Below 400	OK 2	11 Low	OK 12 %	3 % Low	Correct	312	93 %
					Too Low	11	3 %

Table 15.4

End-of-Course Achievement Test Scores in Relation to Performance in the Other Level
 II Course: Spanish 408K Scores Suggested by Guidelines for Selecting
 Decision Scores

Guideline	Achievement Composite Score
1. Expected score for students whose performance in course was just minimally satisfactory--i.e., students with preliminary grades of <u>C</u> .	470
2. Score for which expected grade was just minimally satisfactory--i.e., <u>C</u> .	370
3. Score for which within-category percents of errors were most nearly equal.	480
4. Score for which overall percents of errors were most nearly equal.	410
5. Score that would have cut off (or held back) approximately the same number of students as were in the Unsatisfactory performance group.	410
6. Score that would have maximized overall accuracy of placement.	370

Table 1b.1

End-of-Course Achievement Test Scores in Relation to Performance in Level II Courses:
Spanish 407 and Spanish 408K (combined) Frequency Distributions, Descriptive
Statistics and Expected Scores

Test Scores	Preliminary Grades in Spanish 407 and 408K					Total
	F	D	C	B	A	
700-800					4	4
660-690				2	9	11
650			2		1	3
640				1	4	5
630				1		1
620				2	4	6
610			1	2	8	11
600				1	5	6
590			1	2	5	8
580				6	5	11
570		1	1	5	11	18
560			3	8	8	19
550			2	9	13	24
540			1	20	9	30
530			4	23	15	42
520			7	12	24	43
510		1	3	20	14	38
500		1	9	14	11	35
490	1		10	18	13	42
480		4	8	22	7	41
470	2	2	12	26	5	47
460		1	17	15	7	40
450		1	19	21	2	43
440	3	1	12	12	8	36
430	2	6	10	11	4	33
420	1	4	15	11	1	32
410	4	1	15	10	1	31
400	3	1	4	3	1	12
390	1		9	6		16
380		1	7	2		10
370	1		1	1		3
360		1	1			2
350						
340						
330						
320						
310						
200-300						

Expected Score =

$$\left(\begin{array}{l} \text{Prelim.} \\ \text{Grade} \end{array} \times 33.83614 \right) + (394.68038)$$

Total	18	26	174	286	199	703	Mean Grade	Standard Deviation
%	3%	4%	25%	41%	28%	100%	2.88	0.95
Mean Score	424	446	457	491	538	492	Correlation Coefficient $r = .49$	
Standard Deviation	30	43	51	54	66	65		
Expected Score	395	429	462	496	530			

CS

Table 16.2

End-of-Course Achievement Test Scores in Relation to Performance in Level II Courses:
Spanish 407 and Spanish 408K (combined)—Combined Frequency
Distributions and Expected Grades

Test Scores	Expected Grades	Course Grades		Total
		Unsatisf. D-F	Satisf. A-C	
700-800	4.00		4	4
660-690	4.00		11	11
650	4.00		3	3
640	3.93		5	5
630	3.86		1	1
620	3.79		6	6
610	3.72		11	11
600	3.65		6	6
590	3.58		8	8
580	3.51		11	11
570	3.44	1	17	18
560	3.37		19	19
550	3.30		24	24
540	3.22		30	30
530	3.15		42	42
520	3.08		43	43
510	3.01	1	37	38
500	2.94	1	34	35
490	2.87	1	41	42
480	2.80	4	37	41
470	2.73	4	43	47
460	2.66	1	39	40
450	2.59	1	42	43
440	2.51	4	32	36
430	2.44	8	25	33
420	2.37	5	27	32
410	2.30	5	26	31
400	2.23	4	8	12
390	2.16	1	15	16
380	2.09	1	9	10
370	2.02	1	2	3
360	1.95	1	1	2
350	1.86			
340	1.86			
330	1.73			
320	1.66			
310	1.59			
200-300	0.81-1.52			

Expected Grade =

$$\left(\text{Test Score} \times .00710 \right) + (-0.60951)$$

Total		44	659	703	Mean Grade	Standard Deviation
%		6 %	94 %	100%	2.83	0.95
Mean Score		437	496	492	Correlation Coefficient $r = .49$	
Standard Deviation		40	65	65		

Table 16.3

End-of-Course Achievement Test Scores in Relation to Performance in Level II Courses:
 Spanish 407 and Spanish 408K (combined) Possible Decision Scores and
 Corresponding Accuracies of Placement
 (N = 703)

Placement Category	Cumulative Numbers of Students		Percent of Students in Each Placement Category		Overall Accuracy of Placement		
	Unsatisfactory D-F	Satisfactory A-C	Unsatisfactory D-F	Satisfactory A-C	Accuracy Category	No. of Students	% of Students
560 - up	High 1	102 OK	High 2 %	15% OK	Too High	1	< 1 %
Below 560	OK 43	557 Low	OK 98 %	85 % Low	Correct	145	21 %
					Too Low	557	79 %
550 - up	High 1	126 OK	High 2 %	19 % OK	Too High	1	< 1 %
Below 550	OK 43	533 Low	OK 98 %	81 % Low	Correct	169	24 %
					Too Low	533	76 %
540 - up	High 1	156 OK	High 2 %	24 % OK	Too High	1	< 1 %
Below 540	OK 43	503 Low	OK 98 %	76 % Low	Correct	199	28 %
					Too Low	503	72 %
530 - up	High 1	198 OK	High 2 %	30 % OK	Too High	1	< 1 %
Below 530	OK 43	461 Low	OK 98 %	70 % Low	Correct	241	34 %
					Too Low	461	66 %
520 - up	High 1	241 OK	High 2 %	37 % OK	Too High	1	< 1 %
Below 520	OK 43	418 Low	OK 98 %	63 % Low	Correct	284	40 %
					Too Low	418	59 %
510 - up	High 2	278 OK	High 5 %	42 % OK	Too High	2	< 1 %
Below 510	OK 42	381 Low	OK 95 %	58 % Low	Correct	320	46 %
					Too Low	381	54 %
500 - up	High 3	312 OK	High 7 %	47 % OK	Too High	3	< 1 %
Below 500	OK 41	347 Low	OK 93 %	53 % Low	Correct	353	50 %
					Too Low	347	49 %
490 - up	High 4	353 OK	High 9 %	54 % OK	Too High	4	1 %
Below 490	OK 40	306 Low	OK 91 %	46 % Low	Correct	393	56 %
					Too Low	306	44 %
480 - up	High 8	390 OK	High 18 %	59 % OK	Too High	8	1 %
Below 480	OK 36	269 Low	OK 82 %	41 % Low	Correct	426	61 %
					Too Low	269	38 %
470 - up	High 12	433 OK	High 27 %	66 % OK	Too High	12	2 %
Below 470	OK 32	226 Low	OK 73 %	34 % Low	Correct	465	66 %
					Too Low	226	32 %

Table 16.3
(continued)

End-of-Course Achievement Test Scores in Relation to Performance in Level II Courses:
Spanish 407 and Spanish 408K (combined) Possible Decision Scores and
Corresponding Accuracies of Placement (Combined)
(N = 703)

Placement Category	Cumulative Numbers of Students		Percent of Students in Each Placement Category		Overall Accuracy of Placement		
	Unsatisfactory D-F	Satisfactory A-C	Unsatisfactory D-F	Satisfactory A-C	Accuracy Category	No. of Students	% of Students
460 - up	High 13	472 OK	High 30 %	72 % OK	Too High	13	2 %
Below 460	OK 31	187 Low	OK 70 %	28 % Low	Correct	503	72 %
					Too Low	187	27 %
450 - up	High 14	514 OK	High 32 %	78 % OK	Too High	14	2 %
Below 450	OK 30	145 Low	OK 68 %	22 % Low	Correct	544	77 %
					Too Low	145	21 %
440 - up	High 18	546 OK	High 41 %	83 % OK	Too High	18	3 %
Below 440	OK 26	113 Low	OK 59 %	17 % Low	Correct	572	81 %
					Too Low	113	16 %
430 - up	High 25	571 OK	High 59 %	87 % OK	Too High	26	4 %
Below 430	OK 18	88 Low	OK 41 %	13 % Low	Correct	589	84 %
					Too Low	88	13 %
420 - up	High 31	598 OK	High 70 %	91 % OK	Too High	31	4 %
Below 420	OK 13	61 Low	OK 30 %	9 % Low	Correct	611	87 %
					Too Low	61	9 %
410 - up	High 36	624 OK	High 82 %	95 % OK	Too High	36	5 %
Below 410	OK 8	35 Low	OK 18 %	5 % Low	Correct	632	90 %
					Too Low	35	5 %
400 - up	High 40	632 OK	High 91 %	96 % OK	Too High	40	6 %
Below 400	OK 4	27 Low	OK 9 %	4 % Low	Correct	636	90 %
					Too Low	27	4 %
390 - up	High 41	647 OK	High 93 %	98 % OK	Too High	41	6 %
Below 390	OK 3	12 Low	OK 7 %	2 % Low	Correct	650	92 %
					Too Low	12	2 %
380 - up	High 42	656 OK	High 95 %	99+ % OK	Too High	42	6 %
Below 380	OK 2	3 Low	OK 5 %	<1 % Low	Correct	658	94 %
					Too Low	3	<1 %
370 - up	High 43	658 OK	High 98 %	99 % OK	Too High	43	6 %
Below 370	OK 1	1 Low	OK 2 %	<1 % Low	Correct	659	94 %
					Too Low	1	<1 %

Table 16.4

End-of-Course Achievement Test Scores in Relation to Performance in Level II Courses:
Spanish 407 and Spanish 408K (combined) Scores Suggested by Six Guidelines for
Selecting Decision Scores

Guideline	Achievement Composite Score
1. Expected score for students whose performance in course was just minimally satisfactory--i.e., students with preliminary grades of <u>C</u> .	460
2. Score for which expected grade was just minimally satisfactory--i.e., <u>C</u> .	370
3. Score for which within-category percents of errors were most nearly equal.	460
4. Score for which overall percents of errors were most nearly equal.	410
5. Score that would have cut off (or held back) approximately the same number of students as were in the Unsatisfactory performance group.	410
6. Score that would have maximized overall accuracy of placement.	370

Table 17.1

End-of-Course Achievement Test Scores in Relation to Performance in Level III Course:
Spanish 312K Frequency Distributions, Descriptive Statistics, and Expected Scores

Preliminary Grades in Spanish 312K						
Test Scores	F	D	C	B	A	Total
700-800			1	3	8	12
660-690		1	1	12	16	30
650	1		2	4	6	13
640				5	12	17
630			1	6	12	19
620			2	12	9	23
610				12	7	19
600	1		2	8	10	21
590			3	10	19	32
580			5	17	15	37
570	1	2	10	13	14	40
560			9	16	8	33
550			11	28	13	52
540		2	8	25	9	44
530		1	13	20	8	42
520	1	6	23	24	12	66
510	3	3	15	27	14	62
500		6	18	23	3	50
490	1	4	22	18	4	49
480		3	15	17	6	43
470	4	5	16	17	3	45
460	2	4	12	14	2	34
450	2	7	14	11	2	36
440	1	9	11	7		28
430	1	4	11	4		20
420		5	10	6		21
410		3	10	3		16
400		6	8	4	1	19
390	1	3	1	1		6
380		3				3
370			1			1
360		1				1
350						
340						
330						
320						
310						
200-300						
Total	19	80	255	367	213	934
%	2%	9%	27%	39%	23%	100%
Mean Score	491	461	495	533	580	526
Standard Deviation	60	53	56	64	64	71
Expected Score	428	464	500	536	572	

Expected Score =

$$\left(\begin{array}{l} \text{Prelim.} \\ \text{Grade} \end{array} \times 36.10504 \right) + (428.03520)$$

Mean Grade	2.72	Standard Deviation	0.97
Correlation Coefficient		r = .50	

Table 17.2

End-of-Course Achievement Scores in Relation to Performance in Level III Course:
Spanish 312K Combined Frequency Distributions and Expected Grades

Test Scores	Expected Grades	Course Grades		Total		
		Unsatisf. D-F	Satisf. A-C			
700-800	3.91-4.00		12	12		
660-690	3.64-3.84	1	29	30		
650	3.57	1	12	13		
640	3.50		17	17		
630	3.43		19	19		
620	3.36		23	23		
610	3.30		19	19		
600	3.23	1	20	21		
590	3.16		32	32		
580	3.09		37	37		
570	3.02	3	37	40		
560	2.95		33	33		
550	2.89		52	52		
540	2.82	2	42	44		
530	2.75	1	41	42		
520	2.68	7	59	66		
510	2.61	6	56	62		
500	2.55	6	44	50		
490	2.48	5	44	49		
480	2.41	5	38	43		
470	2.34	9	36	45		
460	2.27	6	28	34		
450	2.20	9	27	36		
440	2.14	10	18	28		
430	2.07	5	15	20		
420	2.00	5	16	21		
410	1.93	3	13	16		
400	1.86	6	13	19		
390	1.80	4	2	6		
380	1.73	3		3		
370	1.66		1	1		
360	1.59	1		1		
350	1.52					
340	1.45					
330	1.39					
320	1.32					
310	1.25					
200-300	0.50-1.18					
Total	--	99	835	934	Mean Grade	Standard Deviation
Z		11 %	89 %	100%	2.72	0.97
Mean Score	--	466	533	526	Correlation Coefficient $r = .50$	
Standard Deviation	--	56	69	71		

Expected Grade =

$$\left(\text{Test Score} \times .00682 \right) + (-0.86467)$$

Table 17.3

End-of-Course Achievement Test Scores in Relation to Performance in Level III Course:
Spanish 312K Possible Decision Scores and Corresponding Accuracies of Placement
(N = 934)

Placement Category	Cumulative Numbers of Students		Percent of Students in Each Placement Category		Overall Accuracy of Placement		
	Unsatisfactory D-F	Satisfactory A-C	Unsatisfactory D-F	Satisfactory A-C	Accuracy Category	No. of Students	% of Students
590 - up	High 3	183 OK	High 3 %	22 % OK	Too High	3	<1 %
Below 590	OK 96	652 Low	OK 97 %	78 % Low	Correct	279	30 %
					Too Low	652	70 %
580 - up	High 3	220 OK	High 3 %	26 % OK	Too High	3	<1 %
Below 580	OK 96	615 Low	OK 97 %	74 % Low	Correct	316	34 %
					Too Low	615	66 %
570 - up	High 6	257 OK	High 6 %	31 % OK	Too High	6	1 %
Below 570	OK 93	578 Low	OK 94 %	69 % Low	Correct	350	37 %
					Too Low	578	62 %
560 - up	High 6	290 OK	High 6 %	35 % OK	Too High	6	1 %
Below 560	OK 93	545 Low	OK 94 %	65 % Low	Correct	383	41 %
					Too Low	545	58 %
550 - up	High 6	342 OK	High 6 %	41 % OK	Too High	6	1 %
Below 550	OK 93	493 Low	OK 94 %	59 % Low	Correct	435	47 %
					Too Low	493	53 %
540 - up	High 8	384 OK	High 8 %	46 % OK	Too High	8	1 %
Below 540	OK 91	451 Low	OK 92 %	54 % Low	Correct	475	51 %
					Too Low	451	48 %
530 - up	High 9	425 OK	High 9 %	51 % OK	Too High	9	1 %
Below 530	OK 90	410 Low	OK 91 %	49 % Low	Correct	515	55 %
					Too Low	410	44 %
520 - up	High 16	484 OK	High 16 %	58 % OK	Too High	16	2 %
Below 520	OK 83	351 Low	OK 84 %	42 % Low	Correct	567	61 %
					Too Low	351	38 %
510 - up	High 22	540 OK	High 22 %	65 % OK	Too High	22	2 %
Below 510	OK 77	295 Low	OK 78 %	35 % Low	Correct	617	66 %
					Too Low	295	22 %
500 - up	High 28	584 OK	High 28 %	70 % OK	Too High	28	3 %
Below 500	OK 71	251 Low	OK 72 %	30 % Low	Correct	655	70 %
					Too Low	251	27 %

Table 17.3
(continued)

End-of-Course Achievement Test Scores in Relation to Performance in Level III Course: Spanish 312
Possible Decision Scores and Corresponding Accuracies of Placement (Continued)
(N = 394)

Placement Category	Cumulative Numbers of Students		Percent of Students in Each Placement Category		Overall Accuracy of Placement		
	Unsatisfactory D-F	Satisfactory A-C	Unsatisfactory D-F	Satisfactory A-C	Accuracy Category	No. of Students	% of Students
490 - up	High 33	628 OK	High 33 %	75 % OK	Too High	33	4 %
Below 490	OK 66	207 Low	OK 67 %	25 % Low	Correct	694	74 %
					Too Low	207	22 %
480 - up	High 38	666 OK	High 38 %	80 % OK	Too High	38	4 %
Below 400	OK 61	169 Low	OK 62 %	20 % Low	Correct	727	78 %
					Too Low	169	18 %
470 - up	High 47	702 OK	High 47 %	84 % OK	Too High	47	5 %
Below 480	OK 52	133 Low	OK 53 %	16 % Low	Correct	754	81 %
					Too Low	133	14 %
460 - up	High 53	730 OK	High 54 %	87 % OK	Too High	53	6 %
Below 460	OK 46	105 Low	OK 46 %	13 % Low	Correct	776	83 %
					Too Low	105	11 %
450 - up	High 62	757 OK	High 63 %	91 % OK	Too High	62	7 %
Below 450	OK 37	78 Low	OK 37 %	9 % Low	Correct	794	85 %
					Too Low	78	8 %
440 - up	High 72	775 OK	High 73 %	93 % OK	Too High	72	8 %
Below 440	OK 27	60 Low	OK 27 %	7 % Low	Correct	802	86 %
					Too Low	60	6 %
430 - up	High 77	790 OK	High 78 %	95 % OK	Too High	77	8 %
Below 430	OK 22	45 Low	OK 22 %	5 % Low	Correct	812	87 %
					Too Low	45	5 %
420 - up	High 82	806 OK	High 83 %	97 % OK	Too High	82	9 %
Below 420	OK 17	29 Low	OK 17 %	3 % Low	Correct	823	88 %
					Too Low	29	3 %
410 -up	High 85	819 OK	High 86 %	98 % OK	Too High	85	9 %
Below 410	OK 14	16 Low	OK 14 %	2 % Low	Correct	833	89 %
					Too Low	16	2 %
400 - up	High 91	832 OK	High 92 %	99+ % OK	Too High	91	10 %
Below 400	OK 8	3 Low	OK 8 %	<1 % Low	Correct	840	90 %
					Too Low	3	<1 %

Table 17.4

End-of-Course Achievement Test Scores in Relation to Performance in Level III Course:
Spanish 312K Scores Suggested by Six Guidelines for Selecting Decision Scores

Guideline	Achievement Composite Score
1. Expected score for students whose performance in course was just minimally satisfactory--i.e., students with preliminary grades of <u>C</u> .	500
2. Score for which expected grade was just minimally satisfactory--i.e., <u>C</u> .	420
3. Score for which overall percents of errors were most nearly equal.	500
4. Score for which overall percents of errors were most nearly equal.	450
5. Score that would have cut off (or held back) approximately the same number of students as were in the Unsatisfactory performance group.	450
6. Score that would have maximized overall accuracy of placement.	400

Table 18.1

End-of-Course Achievement Test Scores in Relation to Performance in Level IV Course:
Spanish 312L Frequency Distributions, Descriptive Statistics, and Expected Scores

Test Scores	Preliminary Grades in Spanish 312L					Total		
	F	D	C	B	A		Mean Grade	Standard Deviation
700-800				3	13	16		
660-690		1	2	11	17	31		
630			1	2	7	10		
640			2	5	1	8		
630			3	3	11	17		
620	1		1	11	3	21		
610			1	7	5	13		
600			1	5	7	13		
590		1	4	9	3	17		
580			2	11	5	18		
570			1	10	5	16		
560			7	7	3	17		
550		1	4	9	1	15		
540			9	3	3	15		
530	1		7	6	4	18		
520	1	2	11	9	1	24		
510			5	4		9		
500		2	13	8	3	26		
490		1	3	5	1	10		
480		1	6	2		9		
470		2	6	5	2	15		
460		1	11	7	2	21		
450		3	6	1		10		
440		5	4			9		
430	2	1	1		1	5		
420		1	1	1		3		
410								
400		1	1	2	1	5		
390								
380			1	1		2		
370								
360								
350								
340								
330								
320								
310								
200-300								
Total	5	23	114	147	104	393	Mean Grade	Standard Deviation
%	1 %	6 %	29 %	37 %	27 %	100 %	2.32	0.93
Mean Score	506	480	516	564	616	558	Correlation Coefficient $r = .52$	
Standard Deviation	71	62	58	68	77	80		
Expected Score	433	478	522	566	611			

Expected Score =

$$(\text{Prelim. Grade} \times 44.34463) + (433.19632)$$

Table 18.2

End-of-Course Achievement Scores in Relation to Performance in Level IV Course:
Spanish 312L Combined Frequency Distributions and Expected Grades

Test Scores	Expected Grades	Course Grades		Total		
		Unsatisf. D-F	Satisf. A-C			
700-800	3.68-4.00		16	16		
660-690	3.43-3.62	1	30	31		
650	3.37		10	10		
640	3.31		8	8		
630	3.25		17	17		
620	3.19	1	20	21		
610	3.13		13	13		
600	3.07		13	13		
590	3.01	1	16	17		
580	2.95		18	18		
570	2.89		16	16		
560	2.83		17	17		
550	2.77	1	14	15		
540	2.71		15	15		
530	2.65	1	17	18		
520	2.59	3	21	24		
510	2.53		9	9		
500	2.47	2	24	26		
490	2.40	1	9	10		
480	2.34	1	8	9		
470	2.28	2	13	15		
460	2.22	1	20	21		
450	2.16	3	7	10		
440	2.10	5	4	9		
430	2.04	3	2	5		
420	1.98	1	2	3		
410	1.92					
400	1.86	1	4	5		
390	1.80					
380	1.74		2	2		
370	1.68					
360	1.62					
350	1.56					
340	1.50					
330	1.43					
320	1.37					
310	1.31					
200-300	0.65-1.25					
Total	--	28	365	393	Mean Grade	Standard Deviation
%	--	7 %	93 %	100%	2.82	0.93
Mean Score	--	485	564	558	Correlation Coefficient	
Standard Deviation	--	65	78	80		

Expected Grade =

$$\left(\text{Test Score} \times .00606 \right) + (-0.56500)$$

Table 18.3

End-of-Course Achievement Test Scores in Relation to Performance in Level IV Course:
Spanish 312L Possible Decision Scores and Corresponding Accuracies of Placement
(N = 393)

Placement Category	Cumulative Numbers of Students		Percent of Students in Each Placement Category		Overall Accuracy of Placement		
	Unsatisfactory D-F	Satisfactory A-C	Unsatisfactory D-F	Satisfactory A-C	Accuracy Category	No. of Students	% of Students
630- up	High 1	81 OK	High 4 %	22 % OK	Too High	1	<1 %
Below 630	OK 27	284 Low	OK 96 %	78 % Low	Correct	108	27 %
					Too Low	284	72 %
620- up	High 2	101 OK	High 7 %	28 % OK	Too High	2	1 %
Below 620	OK 26	264 Low	OK 93 %	72 % Low	Correct	127	32 %
					Too Low	264	67 %
610- up	High 2	114 OK	High 7 %	31 % OK	Too High	2	1 %
Below 610	OK 26	251 Low	OK 93 %	69 % Low	Correct	140	36 %
					Too Low	251	64 %
600- up	High 2	127 OK	High 7 %	35 % OK	Too High	2	1 %
Below 600	OK 26	238 Low	OK 93 %	65 % Low	Correct	153	39 %
					Too Low	238	61 %
590- up	High 3	143 OK	High 11 %	39 % OK	Too High	3	1 %
Below 590	OK 25	222 Low	OK 89 %	61 % Low	Correct	168	43 %
					Too Low	222	56 %
580- up	High 3	161 OK	High 11 %	44 % OK	Too High	3	1 %
Below 580	OK 25	204 Low	OK 89 %	56 % Low	Correct	186	47 %
					Too Low	204	52 %
570- up	High 3	177 OK	High 11 %	48 % OK	Too High	3	1 %
Below 570	OK 25	188 Low	OK 89 %	52 % Low	Correct	202	51 %
					Too Low	188	48 %
560- up	High 3	194 OK	High 11 %	53 % OK	Too High	3	1 %
Below 560	OK 25	171 Low	OK 89 %	47 % Low	Correct	219	56 %
					Too Low	171	44 %
550- up	High 4	208 OK	High 14 %	57 % OK	Too High	4	1 %
Below 550	OK 24	157 Low	OK 86 %	43 % Low	Correct	232	59 %
					Too Low	157	40 %
540- up	High 4	223 OK	High 14 %	61 % OK	Too High	4	1 %
Below 540	OK 24	142 Low	OK 86 %	39 % Low	Correct	247	63 %
					Too Low	142	36 %

Table 18.3

(continued)

End-of-Course Achievement Test Scores in Relation to Performance in Level IV Course: Spanish 312L
Possible Decision Scores and Corresponding Accuracies of Placement (Continued)
(N = 393)

Placement Category	Cumulative Numbers of Students		Percent of Students in Each Placement Category		Overall Accuracy of Placement		
	Unsatisfactory D-F	Satisfactory A-C	Unsatisfactory D-F	Satisfactory A-C	Accuracy Category	No. of Students	% of Students
530 - up	High 5	240 OK	High 18 %	66 % OK	Too High	5	1 %
Below 530	OK 23	125 Low	OK 82 %	34 % Low	Correct	263	67 %
					Too Low	125	32 %
520 - up	High 8	261 OK	High 29 %	72 % OK	Too High	8	2 %
Below 520	OK 20	104 Low	OK 71 %	28 % Low	Correct	281	72 %
					Too Low	104	26 %
510 - up	High 8	270 OK	High 29 %	74 % OK	Too High	8	2 %
Below 510	OK 20	95 Low	OK 71 %	26 % Low	Correct	290	74 %
					Too Low	95	24 %
500 - up	High 10	294 OK	High 36 %	81 % OK	Too High	10	3 %
Below 500	OK 18	71 Low	OK 64 %	19 % Low	Correct	312	79 %
					Too Low	71	18 %
490 - up	High 11	303 OK	High 39 %	83 % OK	Too High	11	3 %
Below 490	OK 17	62 Low	OK 61 %	17 % Low	Correct	320	81 %
					Too Low	62	16 %
480 - up	High 12	311 OK	High 43 %	85 % OK	Too High	12	3 %
Below 480	OK 16	54 Low	OK 57 %	15 % Low	Correct	327	83 %
					Too Low	54	14 %
470 - up	High 14	324 OK	High 50 %	89 % OK	Too High	14	4 %
Below 470	OK 14	41 Low	OK 50 %	11 % Low	Correct	338	86 %
					Too Low	41	10 %
460 - up	High 15	344 OK	High 54 %	94 % OK	Too High	15	4 %
Below 460	OK 13	21 Low	OK 46 %	6 % Low	Correct	357	91 %
					Too Low	21	5 %
450 - up	High 18	351 OK	High 64 %	96 % OK	Too High	8	5 %
Below 450	OK 10	14 Low	OK 36 %	4 % Low	Correct	361	92 %
					Too Low	14	4 %
440 - up	High 23	355 OK	High 82 %	97 % OK	Too High	23	6 %
Below 440	OK 5	10 Low	OK 18 %	3 % Low	Correct	360	92 %
					Too Low	10	3 %

Table 18.4

End-of-Course Achievement Test Scores in Relation to Performance in Level IV Course:
Spanish 312L Scores Suggested by Six Guidelines for Selecting Decision Scores

Guideline	Achievement Composite Score
1. Expected score for students whose performance in course was just minimally satisfactory--i.e., students with preliminary grades of <u>C</u> .	520
2. Score for which expected grade was just minimally satisfactory--i.e., <u>C</u> .	430
3. Score for which within-category percents of errors were most nearly equal.	520
4. Score for which overall percents of errors were most nearly equal.	450
5. Score that would have cut off (or held back) approximately the same number of students as were in the Unsatisfactory performance group.	460
6. Score that would have maximized overall accuracy of placement.	380

Table 19.1

End-of-Course CLEP Total Scores in Relation to Performance in Level I Course: Spanish 406
Frequency Distributions, Descriptive Statistics, and Expected Scores

Preliminary Grades in Spanish 406						
Test Scores	F	D	C	B	A	Total
70-80						
62-69				1	2	3
61						
60						
59					1	1
58					1	1
57					1	1
56						
55						
54					4	4
53					1	1
52					6	6
51				1	4	5
50				2	4	6
49				2	8	10
48					3	3
47		1		3	3	7
46				3	9	12
45				5	5	10
44		1	1	3	8	13
43			3	2	9	14
42				4	12	16
41	1			5	19	25
40		1		12	11	24
39			2	13	7	22
38		2	8	12	17	39
37		2	11	23	12	48
36		2	11	21	10	44
35		4	10	29	10	53
34	1	4	13	19	12	49
33	1	10	15	16	3	45
32	1	5	15	17	2	40
31	1	9	14	12	4	40
30	3	14	14	6		37
29	3	4	10	6	2	25
28	3	2	5	1	1	12
27		2	2			4
20-26		2	3			5
Total	14	65	137	218	191	625
%	2 %	10 %	22 %	35 %	31 %	100 %
Mean Score	31	32	33	37	42	37
Standard Deviation	3	4	4	5	7	6
Expected Score	28	31	34	37	41	

Expected Score =

$$(\text{Prelim. Grade} \times 3.21680) + (27.65294)$$

Mean Grade	Standard Deviation
2.81	1.05
Correlation Coefficient	
$r = .54$	

83

Table 19.2

End-of-Course CLEP Total Scores in Relation to Performance in Level I Course: Spanish 406
Combined Frequency Distributions and Expected Grades

Test Scores	Expected Grades	Course Grades		Total		
		Unsatisf. D-F	Satisf. A-C		Mean Grade	Standard Deviation
70-80	4.00					
62-69	4.00		3	3		
61	4.00					
60	4.00					
59	4.00		1	1		
58	4.00		1	1		
57	4.00		1	1		
56	4.00					
55	4.00					
54	4.00		4	4		
53	4.00		1	1		
52	4.00		6	6		
51	4.00		5	5		
50	4.00		6	6		
49	3.95		10	10		
48	3.85		3	3		
47	3.76		6	7		
46	3.67		12	12		
45	3.58		10	10		
44	3.49	1	12	13		
43	3.39		14	14		
42	3.30		16	16		
41	3.21	1	24	25		
40	3.12	1	23	24		
39	3.02		22	22		
38	2.93	2	37	39		
37	2.84	2	46	48		
36	2.75	2	42	44		
35	2.66	4	49	53		
34	2.56	5	44	49		
33	2.47	11	34	45		
32	2.38	6	34	40		
31	2.29	10	30	40		
30	2.20	17	20	37		
29	2.10	7	18	25		
28	2.01	5	7	12		
27	1.92	2	2	4		
20-26	1.27-1.83	2	3	5		
Total	--	79	546	625		
%	--	13 %	87 %	100%	2.81	1.05
Mean Score	--	32	37	37	Correlation Coefficient $r = .54$	
Standard Deviation	--	4	6	6		

Expected Grade =

$$\left(\text{Test Score} \times .09217 \right) + (-.57098)$$

Table 19.3

End-of-Course CLEP Total Scores in Relation to Performance in Level I Course: Spanish 406
Possible Decision Scores and Corresponding Accuracies of Placement
(N = 625)

Placement Category	Cumulative Numbers of Students		Percent of Students in Each Placement Category		Overall Accuracy of Placement		
	Unsatisfactory D-F	Satisfactory A-C	Unsatisfactory D-F	Satisfactory A-C	Accuracy Category	No. of Students	% of Student
44 - up	High 2	81 OK	High 3 %	15 % OK	Too High	2	<1 %
Below 44	OK 77	465 Low	OK 97 %	85 % Low	Correct	158	25 %
					Too Low	465	74 %
43 - up	High 2	95 OK	High 3 %	17 % OK	Too High	2	<1 %
Below 43	OK 77	451 Low	OK 97 %	83 % Low	Correct	172	28 %
					Too Low	451	72 %
42 - up	High 2	111 OK	High 3 %	20 % OK	Too High	2	<1 %
Below 42	OK 77	435 Low	OK 97 %	80 % Low	Correct	188	30 %
					Too Low	435	70 %
41 - up	High 3	135 OK	High 4 %	25 % OK	Too High	3	<1 %
Below 41	OK 76	411 Low	OK 96 %	75 % Low	Correct	211	34 %
					Too Low	411	66 %
40 - up	High 4	158 OK	High 5 %	29 % OK	Too High	4	1 %
Below 40	OK 75	388 Low	OK 95 %	71 % Low	Correct	233	37 %
					Too Low	388	62 %
39 - up	High 4	180 OK	High 5 %	33 % OK	Too High	4	1 %
Below 39	OK 75	366 Low	OK 95 %	67 % Low	Correct	255	41 %
					Too Low	366	59 %
38 - up	High 6	217 OK	High 8 %	40 % OK	Too High	6	1 %
Below 38	OK 73	329 Low	OK 92 %	60 % Low	Correct	290	46 %
					Too Low	329	53 %
37 - up	High 9	263 OK	High 11 %	48 % OK	Too High	9	1 %
Below 37	OK 70	283 Low	OK 89 %	52 % Low	Correct	333	53 %
					Too Low	283	45 %
36 - up	High 10	305 OK	High 13 %	56 % OK	Too High	10	2 %
Below 36	OK 69	241 Low	OK 87 %	44 % Low	Correct	374	60 %
					Too Low	241	38 %
35 - up	High 14	354 OK	High 18 %	65 % OK	Too High	14	2 %
Below 35	OK 65	192 Low	OK 82 %	35 % Low	Correct	419	67 %
					Too Low	192	31 %

Table 19.3
(continued)

End-of-Course CLEP Total Scores in Relation to Performance in Level I Course: Spanish 406
Possible Decision Scores and Corresponding Accuracies of Placement (continued)
(N = 625)

Placement Category	Cumulative Numbers of Students		Percent of Students in Each Placement Category		Overall Accuracy of Placement		
	Unsatisfactory D-F	Satisfactory A-C	Unsatisfactory D-F	Satisfactory A-C	Accuracy Category	No. of Students	% of Students
34 - up	High 19	398 OK	High 24 %	73 % OK	Too High	19	3 %
Below 34	OK 60	148 Low	OK 76 %	27 % Low	Correct	458	73 %
					Too Low	148	24 %
33 - up	High 30	432 OK	High 38 %	79 % OK	Too High	30	5 %
Below 33	OK 49	114 Low	OK 62 %	21 % Low	Correct	481	77 %
					Too Low	114	18 %
32 - up	High 36	466 OK	High 46 %	85 % OK	Too High	36	6 %
Below 32	OK 41	80 Low	OK 54 %	15 % Low	Correct	509	81 %
					Too Low	80	13 %
31 - up	High 46	496 OK	High 53 %	91 % OK	Too High	46	7 %
Below 31	OK 33	50 Low	OK 42 %	8 % Low	Correct	529	85 %
					Too Low	50	8 %
30 - up	High 63	516 OK	High 80 %	95 % OK	Too High	63	10 %
Below 30	OK 16	30 Low	OK 20 %	5 % Low	Correct	532	85 %
					Too Low	30	5 %
29 - up	High 70	534 OK	High 89 %	98 % OK	Too High	70	11 %
Below 29	OK 9	12 Low	OK 11 %	2 % Low	Correct	543	87 %
					Too Low	12	2 %
28 - up	High 75	541 OK	High 95 %	99 % OK	Too High	75	12 %
Below 28	OK 4	5 Low	OK 5 %	1 % Low	Correct	545	87 %
					Too Low	5	1 %
27 - up	High 77	543 OK	High 97 %	99 % OK	Too High	77	12 %
Below 27	OK 2	3 Low	OK 3 %	1 % Low	Correct	545	87 %
					Too Low	3	<1 %
26 - up	High 78	545 OK	High 99 %	99+ % OK	Too High	78	12 %
Below 26	OK 1	1 Low	OK 1 %	<1 % Low	Correct	546	87 %
					Too Low	1	<1 %
25 - up	High 79	546 OK	High 100 %	100 % OK	Too High	79	13 %
Below 25	OK 0	0 Low	OK 0 %	0 % Low	Correct	546	87 %
					Too Low	0	0 %

Table 19.4

End-of-Course CLEP Total Scores in Relation to Performance in Level I Course: Spanish
406 Scores Suggested by Six Guidelines for Selecting Decision Scores

Guideline	CLEP Total Score
1. Expected score for students whose performance in course was just minimally satisfactory--i.e., students with preliminary grades of <u>C</u> .	34
2. Score for which expected grade was just minimally satisfactory--i.e., <u>C</u> .	28
3. Score for which within-category percents of errors were most nearly equal.	34
4. Score for which overall percents of errors were most nearly equal.	31
5. Score that would have cut off (or held back) the same number of students as were in the Unsatisfactory performance group.	31
6. Score that would have maximized overall accuracy of placement.	26

Table 20.1

End-of-Course CLEP Total Scores in Relation to Performance in One Level II Course: Spanish 407
Frequency Distributions, Descriptive Statistics, and Expected Scores

Preliminary Grades in Spanish 407						
Test Scores	F	D	C	B	A	Total
70-80				1		1
66-69				1	2	3
65						
64						
63				1	2	3
62					1	1
61				2		2
60			1		3	4
59			1	1	1	3
58					3	3
57				2	1	3
56			1	1	3	5
55				6	3	9
54				8	4	12
53		1		3	2	6
52			1	7	8	16
51		1		6	5	12
50				10	11	21
49			2	8	5	15
48			2	9	4	15
47			4	11	6	21
46			2	4	7	13
45			5	5	6	16
44			3	14	5	22
43		1	9	17	3	30
42		1	4	7	3	15
41			4	6	2	12
40		1	8	7	1	17
39	2		4	8	1	15
38	3	3	4	4	2	16
37		1	7	1		9
36	2	2	5	4		13
35	1	1	7	4		13
34	4	2	4			10
33			4	1		6
32			1	2		3
31			1			1
20-30	2		1			3
Total	15	14	85	161	94	369
%	4 %	4 %	23 %	44 %	26 %	100%
Mean Score	35	40	41	46	50	45
Standard Deviation	3	6	6	7	6	7
Expected Score	34	38	42	46	50	

Expected Score =

$$\left(\begin{array}{l} \text{Prelim.} \\ \text{Grade} \end{array} \times 4.02539 \right) + (33.77375)$$

Mean Grade	Standard Deviation
2.83	.99
Correlation Coefficient	
$r = .54$	

Table 20.2

End-of-Course CLEP Total Scores in Relation to Performance in One Level II Course:
Spanish 407 Combined Frequency Distributions and Expected Grades

Test Scores	Expected Grades	Course Grades		Total
		Unsatisf. D-F	Satisf. A-C	
70-80	4.00		1	1
66-69	4.00		3	3
65	4.00			
64	4.00			
63	4.00		3	3
62	4.00		1	1
61	3.98		2	2
60	3.90		4	4
59	3.82		3	3
58	3.75		3	3
57	3.68		3	3
56	3.61		5	5
55	3.54		9	9
54	3.46		12	12
53	3.39	1	5	6
52	3.32		16	16
51	3.25	1	11	12
50	3.18		21	21
49	3.10		15	15
48	3.03		15	15
47	2.96		21	21
46	2.89		13	13
45	2.82		16	16
44	2.74		22	22
43	2.67	1	29	30
42	2.60	1	14	15
41	2.53		12	12
40	2.46	1	16	17
39	2.38	2	13	15
38	2.31	6	10	16
37	2.24	1	8	9
36	2.17	4	9	13
35	2.10	2	11	13
34	2.02	6	4	10
33	1.95	1	5	6
32	1.88		3	3
31	1.81		1	1
20-30	1.02-1.73	2	1	3

Expected Grade =

$$\left(\text{Test Score} \times .07198 \right) + (-.42339)$$

Total	--	29	340	369	Mean Grade	Standard Deviation
%	--	8 %	92 %	100%	2.83	.99
Mean Score	--	37	46	45	Correlation Coefficient	
Standard Deviation	--	5	7	7		

Table 20.3

End-of-Course CLEP Total Scores in Relation to Performance in One Level II Course: Spanish 407
Possible Decision Scores and Corresponding Accuracies of Placement
(N = 369)

Placement Category	Cumulative Numbers of Students				Percent of Students in Each Placement Category				Overall Accuracy of Placement		
	Unsatisfactory D-F		Satisfactory A-C		Unsatisfactory D-F		Satisfactory A-C		Accuracy Category	No. of Students	% of Students
50 - up	High	2	102	OK	High	7 %	30 %	OK	Too High	2	1 %
Below 50	OK	27	238	Low	OK	93 %	70 %	Low	Correct	129	35 %
									Too Low	238	64 %
49 - up	High	2	117	OK	High	7 %	34 %	OK	Too High	2	1 %
Below 49	OK	27	223	Low	OK	93 %	66 %	Low	Correct	144	39 %
									Too Low	223	60 %
48 - up	High	2	132	OK	High	7 %	39 %	OK	Too High	2	1 %
Below 48	OK	27	208	Low	OK	93 %	61 %	Low	Correct	159	43 %
									Too Low	208	56 %
47 - up	High	2	153	OK	High	7 %	45 %	OK	Too High	2	1 %
Below 47	OK	27	187	Low	OK	93 %	55 %	Low	Correct	180	49 %
									Too Low	187	51 %
46 - up	High	2	166	OK	High	7 %	49 %	OK	Too High	2	1 %
Below 46	OK	27	174	Low	OK	93 %	51 %	Low	Correct	193	52 %
									Too Low	174	47 %
45 - up	High	2	182	OK	High	7 %	54 %	OK	Too High	2	1 %
Below 45	OK	27	158	Low	OK	93 %	46 %	Low	Correct	209	57 %
									Too Low	158	43 %
44 - up	High	2	204	OK	High	7 %	60 %	OK	Too High	2	1 %
Below 44	OK	27	136	Low	OK	93 %	40 %	Low	Correct	231	63 %
									Too Low	136	37 %
43 - up	High	3	233	OK	High	10 %	69 %	OK	Too High	3	1 %
Below 43	OK	26	107	Low	OK	90 %	31 %	Low	Correct	259	70 %
									Too Low	107	29 %
42 - up	High	4	247	OK	High	14 %	73 %	OK	Too High	4	1 %
Below 42	OK	25	93	Low	OK	86 %	27 %	Low	Correct	272	74 %
									Too Low	93	25 %
41 - up	High	4	259	OK	High	14 %	76 %	OK	Too High	4	1 %
Below 41	OK	25	81	Low	OK	86 %	24 %	Low	Correct	284	77 %
									Too Low	81	22 %

Table 20.3

(continued)

End-of-Course CLEP Total Scores in Relation to Performance in One Level II Course: Spanish 407
Possible Decision Scores and Corresponding Accuracies of Placement (continued)
(N = 369)

Placement Category	Cumulative Numbers of Students				Percent of Students in Each Placement Category				Overall Accuracy of Placement		
	Unsatisfactory D-F		Satisfactory A-C		Unsatisfactory D-F		Satisfactory A-C		Accuracy Category	No. of Students	% of Students
40 - up	High	5	275	OK	High	17 %	81 %	OK	Too High	5	1 %
Below 40	OK	24	65	Low	OK	83 %	19 %	Low	Correct	299	81 %
									Too Low	65	18 %
39 - up	High	7	288	OK	High	24 %	85 %	OK	Too High	7	2 %
Below 39	OK	22	52	Low	OK	76 %	15 %	Low	Correct	310	84 %
									Too Low	52	14 %
38 - up	High	13	298	OK	High	45 %	88 %	OK	Too High	13	4 %
Below 38	OK	16	42	Low	OK	55 %	12 %	Low	Correct	314	85 %
									Too Low	42	11 %
37 - up	High	14	306	OK	High	48 %	90 %	OK	Too High	14	4 %
Below 37	OK	15	34	Low	OK	52 %	10 %	Low	Correct	321	87 %
									Too Low	34	9 %
36 - up	High	18	315	OK	High	62 %	93 %	OK	Too High	18	5 %
Below 36	OK	11	25	Low	OK	38 %	7 %	Low	Correct	326	88 %
									Too Low	25	7 %
35 - up	High	20	326	OK	High	69 %	96 %	OK	Too High	20	5 %
Below 35	OK	9	14	Low	OK	31 %	4 %	Low	Correct	335	91 %
									Too Low	14	4 %
34 - up	High	26	330	OK	High	90 %	97 %	OK	Too High	26	7 %
Below 34	OK	3	10	Low	OK	10 %	3 %	Low	Correct	333	90 %
									Too Low	10	3 %
33 - up	High	27	335	OK	High	93 %	99 %	OK	Too High	27	7 %
Below 33	OK	2	5	Low	OK	7 %	1 %	Low	Correct	337	91 %
									Too Low	5	1 %
32 - up	High	27	338	OK	High	93 %	99 %	OK	Too High	27	7 %
Below 32	OK	2	2	Low	OK	7 %	1 %	Low	Correct	340	92 %
									Too Low	2	1 %
31 - up	High	27	339	OK	High	93 %	99+	OK	Too High	27	7 %
Below 31	OK	2	1	Low	OK	7 %	1 %	Low	Correct	341	92 %
									Too Low	1	< 1 %

Table 20.4

End-of-Course CLEP Total Scores in Relation to Performance in One Level II Course:
Spanish 407 Scores Suggested by Six Guidelines for Selecting Decision Scores

Guidelines	CLEP Total Score
1. Expected score for students whose performance in course was just minimally satisfactory--i.e., students with preliminary grades of <u>C</u> .	42
2. Score for which expected grade was just minimally satisfactory--i.e., <u>C</u> .	34
3. Score for which within-category percents of errors were most nearly equal.	40
4. Score for which overall percents of errors were most nearly equal.	35
5. Score that would have cut off (or held back) the same number of students as were in the Unsatisfactory performance group.	36
6. Score that would have maximized overall accuracy of placement.	31

Table 21.1

End-of-Course CLEP Total Scores in Relation to Performance in the Other Level II Course:
Spanish 408K Frequency Distributions, Descriptive Statistics, and Expected Scores

Test Scores	Preliminary Grades in Spanish 408K					Total
	F	D	C	B	A	
70-80					2	2
66-69					2	2
65						
64				1		1
63			1		4	5
62					4	4
61				1	4	5
60					4	4
59			1	1	1	3
58			1	1	2	4
57				3	5	8
56				2	6	8
55			2	1	6	9
54			1	5	8	14
53			2	4	4	10
52				7	8	15
51			1	13	5	19
50			1	3	9	13
49			1	7	4	12
48			1	10	3	14
47		1	1	9	3	14
46			6	10	6	22
45			8	8	2	18
44	1		10	7	4	22
43		2	10	6	4	22
42			6	7	1	14
41	1		3	6	1	11
40	1		6	6	2	15
39		2	6	1		9
38			6	2		8
37			5	1	1	7
36		1	5	1		7
35		1	1	1		3
34	1	1	2			4
33		1	2			3
32			1			1
31		1				1
20-30		2	1	1		4

Expected Score =

$$(\text{Prelim. Grade} \times 4.88349) + (32.91177)$$

Total	4	12	91	125	105	337	Mean Grade	Standard Deviation
%	1 %	4 %	27 %	37 %	31 %	100%	2.93	.91
Mean Score	40	37	43	47	53	47	Correlation Coefficient $r = .59$	
Standard Deviation	4	5	6	6	7	8		
Expected Score	33	38	43	48	52			

Table 21.2

End-of-Course CLEP Total Scores in Relation to Performance in the Other Level II Course:
Spanish 408K Combined Frequency Distributions and Expected Grades

Test Scores	Expected Grades	Course Grades		Total		
		Unsatisf. D-F	Satisf. A-C		Mean Grade	Standard Deviation
70-80	4.00		2	2		
66-69	4.00		2	2		
65	4.00					
64	4.00		1	1		
63	4.00		5	5		
62	3.97		4	4		
61	3.90		5	5		
60	3.83		4	4		
59	3.76		3	3		
58	3.69		4	4		
57	3.62		8	8		
56	3.55		8	8		
55	3.48		9	9		
54	3.41		14	14		
53	3.34		10	10		
52	3.27		15	15		
51	3.20		19	19		
50	3.13		13	13		
49	3.06		12	12		
48	2.99		14	14		
47	2.92	1	13	14		
46	2.85		22	22		
45	2.78		18	18		
44	2.71	1	21	22		
43	2.64	2	20	22		
42	2.57		14	14		
41	2.50	1	10	11		
40	2.43	1	14	15		
39	2.36	2	7	9		
38	2.29		8	8		
37	2.22		7	7		
36	2.15	1	6	7		
35	2.08	1	2	3		
34	2.01	2	2	4		
33	1.94	1	2	3		
32	1.87		1	1		
31	1.80	1		1		
20-30	1.02-1.72	2	2	4		
Total	--	16	321	337		
%	--	5 %	95 %	100%	2.93	.91
Mean Score	--	37	48	47	Correlation Coefficient $r = .59$	
Standard Deviation	--	5	7	8		

Expected Grade =

$$\left(\text{Test Score} \times .07019 \right) + (-.38111)$$

Table 21.3

End-of-Course CLEP Total Scores in Relation to Performance in the Other Level II Course:
 Spanish 408K Possible Decision Scores and Corresponding Accuracies of Placement
 (N = 337)

Placement Category	Cumulative Numbers of Students				Percent of Students in Each Placement Category				Overall Accuracy of Placement		
	Unsatisfactory D-F		Satisfactory A-C		Unsatisfactory D-F		Satisfactory A-C		Accuracy Category	No. of Students	% of Students
50 - up	High	0	126	OK	High	0 %	39 %	OK	Too High	0	0 %
Below 50	OK	16	195	Low	OK	100 %	61 %	Low	Correct	142	42 %
									Too Low	195	58 %
49 - up	High	0	138	OK	High	0 %	43 %	OK	Too High	0	0 %
Below 49	OK	16	183	Low	OK	100 %	57 %	Low	Correct	154	46 %
									Too Low	183	54 %
48 - up	High	0	152	OK	High	0 %	47 %	OK	Too High	0	0 %
Below 48	OK	16	169	Low	OK	16 %	53 %	Low	Correct	168	50 %
									Too Low	169	50 %
47 - up	High	1	165	OK	High	6 %	51 %	OK	Too High	1	< 1 %
Below 47	OK	15	156	Low	OK	94 %	49 %	Low	Correct	180	53 %
									Too Low	156	46 %
46 - up	High	1	187	OK	High	6 %	58 %	OK	Too High	1	< 1 %
Below 46	OK	15	134	Low	OK	94 %	42 %	Low	Correct	202	60 %
									Too Low	134	40 %
45 - up	High	1	205	OK	High	6 %	64 %	OK	Too High	1	< 1 %
Below 45	OK	15	116	Low	OK	94 %	36 %	Low	Correct	220	65 %
									Too Low	116	34 %
44 - up	High	2	226	OK	High	12 %	70 %	OK	Too High	2	1 %
Below 44	OK	14	95	Low	OK	88 %	30 %	Low	Correct	240	71 %
									Too Low	95	28 %
43 - up	High	4	246	OK	High	25 %	77 %	OK	Too High	4	1 %
Below 43	OK	12	75	Low	OK	75 %	23 %	Low	Correct	258	77 %
									Too Low	75	22 %
42 - up	High	4	260	OK	High	25 %	81 %	OK	Too High	4	1 %
Below 42	OK	12	61	Low	OK	75 %	19 %	Low	Correct	272	81 %
									Too Low	61	18 %
41 - up	High	5	270	OK	High	31 %	84 %	OK	Too High	5	2 %
Below 41	OK	11	51	Low	OK	69 %	16 %	Low	Correct	281	83 %
									Too Low	51	15 %

Table 21.3
(continued)

End-of-Course CLEP Total Scores in Relation to Performance in the Other Level II Course: Spanish 401
Possible Decision Scores and Corresponding Accuracies of Placement (continued)
(N = 337)

Placement Category	Cumulative Numbers of Students				Percent of Students in Each Placement Category				Overall Accuracy of Placement		
	Unsatisfactory D-F		Satisfactory A-C		Unsatisfactory D-F		Satisfactory A-C		Accuracy Category	No. of Students	% of Students
40 - up	High	6	284	OK	High	38 %	88 %	OK	Too High	6	2 %
Below 40	OK	10	37	Low	OK	62 %	12 %	Low	Correct	294	87 %
									Too Low	37	11 %
39 - up	High	8	291	OK	High	50 %	91 %	OK	Too High	8	2 %
Below 39	OK	8	30	Low	OK	50 %	9 %	Low	Correct	299	89 %
									Too Low	30	9 %
38 - up	High	8	299	OK	High	50 %	93 %	OK	Too High	8	2 %
Below 38	OK	8	22	Low	OK	50 %	7 %	Low	Correct	307	91 %
									Too Low	22	7 %
37 - up	High	8	306	OK	High	50 %	95 %	OK	Too High	8	2 %
Below 37	OK	8	15	Low	OK	50 %	5 %	Low	Correct	314	93 %
									Too Low	15	5 %
36 - up	High	9	312	OK	High	56 %	97 %	OK	Too High	9	3 %
Below 36	OK	7	9	Low	OK	44 %	3 %	Low	Correct	319	95 %
									Too Low	9	3 %
35 - up	High	10	314	OK	High	63 %	98 %	OK	Too High	10	3 %
Below 35	OK	6	7	Low	OK	37 %	2 %	Low	Correct	320	95 %
									Too Low	7	2 %
34 - up	High	12	316	OK	High	75 %	98 %	OK	Too High	12	4 %
Below 34	OK	4	5	Low	OK	25 %	2 %	Low	Correct	320	95 %
									Too Low	5	1 %
33 - up	High	13	318	OK	High	81 %	99 %	OK	Too High	13	4 %
Below 33	OK	3	3	Low	OK	19 %	1 %	Low	Correct	321	95 %
									Too Low	3	1 %
32 - up	High	13	319	OK	High	81 %	99 %	OK	Too High	13	4 %
Below 32	OK	3	2	Low	OK	19 %	1 %	Low	Correct	322	96 %
									Too Low	2	1 %
31 - up	High	14	319	OK	High	88 %	99 %	OK	Too High	14	4 %
Below 31	OK	2	2	Low	OK	12 %	1 %	Low	Correct	321	95 %
									Too Low	2	1 %

Table 21.4

End-of-Course CLEP Total Scores in Relation to Performance in the Other Level II Course:
Spanish 408K Scores Suggested by Six Guidelines for Selecting Decision Scores

Guidelines	CLEP Total Score
1. Expected score for students whose performance in course was just minimally satisfactory--i.e., students with preliminary grades of <u>C</u> .	43
2. Score for which expected grade was just minimally satisfactory--i.e., <u>C</u> .	34
3. Score for which within-category percents of errors were most nearly equal.	43
4. Score for which overall percents of errors were most nearly equal.	36
5. Score that would have cut off (or held back) the same number of students as were in the Unsatisfactory performance group.	36
6. Score that would have maximized overall accuracy of placement.	32

Table 22.1

End-of-Course CLEP Total Scores in Relation to Performance in Level II Courses:
Spanish 407 and Spanish 408K (combined) Frequency Distributions,
Descriptive Statistics, and Expected Scores

Preliminary Grades in SPN 407 and SPN 408K						
Test Scores	F	D	C	B	A	Total
70-80				1	2	3
66-69				1	4	5
65						
64					1	1
63			1	1	6	8
62					5	5
61				3	4	7
60			1		7	8
59			2	2	2	6
58			1	1	5	7
57				5	6	11
56			1	3	9	13
55			2	7	9	18
54			1	13	12	26
53		1	2	7	6	16
52			1	14	16	31
51		1	1	19	10	31
50			1	13	20	34
49			3	15	9	27
48			3	19	7	29
47		1	5	20	9	35
46			8	14	13	35
45			13	13	8	34
44	1		13	21	9	44
43		3	19	23	7	52
42		1	10	14	4	29
41	1		7	12	3	23
40	1	1	14	13	3	32
39	2	2	10	9	1	24
38	3	3	10	6	2	24
37		1	12	2	1	16
36	2	3	10	5		20
35	1	2	8	5		16
34	5	3	6			14
33	1	1	6	1		9
32			2	2		4
31		1	1			2
20-30	2	2	2	1		7
Total	19	26	176	286	199	706
%	3 %	4 %	25 %	41 %	28%	100%
Mean Score	36	38	42	47	52	46
Standard Deviation	3	6	6	6	7	8
Expected Score	33	38	42	47	51	

Expected Score =

$$\left(\begin{array}{l} \text{Prelim.} \\ \text{Grade} \end{array} \times 4.44848 \right) + (33.3465)$$

Mean Grade	Standard Deviation
2.88	.95

Correlation Coefficient

$r = .56$

Table 22.2

End-of-Course CLEP Total Scores in Relation to Performance in Level II Courses:
 Spanish 407 and Spanish 408K (combined)—Combined Frequency
 Distributions and Expected Grades

Test cores	Expected Grades	Course Grades		Total
		Unsatisf. D-F	Satisf. A-C	
70-80	4.00		3	3
66-69	4.00		5	5
65	4.00			
64	4.00		1	1
63	4.00		8	8
62	3.99		5	5
61	3.93		7	7
60	3.86		8	8
59	3.79		6	6
58	3.71		7	7
57	3.64		11	11
56	3.57		13	13
55	3.50		18	18
54	3.43		26	26
53	3.36	1	15	16
52	3.29		31	31
51	3.22	1	30	31
50	3.15		34	34
49	3.08		27	27
48	3.01		29	29
47	2.94	1	34	35
46	2.87		35	35
45	2.80		34	34
44	2.72	1	43	44
43	2.65	3	49	52
42	2.58	1	28	29
41	2.51	1	22	23
40	2.44	2	30	32
39	2.37	4	20	24
38	2.30	6	18	24
37	2.23	1	15	16
36	2.16	5	15	20
35	2.09	3	13	16
34	2.02	8	6	14
33	1.95	2	7	9
32	1.88		4	4
31	1.81	1	1	2
20-30	1.03-1.74	4	3	7

$$\text{Expected Grade} = \left(\text{Test Score} \times .07073 \right) + (-.38585)$$

Total	Z	Mean Grade			Standard Deviation
		45	661	706	
		6 %	94 %	100%	.95
Mean		37	47	46	Correlation Coefficient
Standard Deviation		5	7	8	

Table 22.3
(continued)

End of Course CLEP Total Scores in Relation to Performance in Level II Courses:
Spanish 407 and Spanish 408K (combined) Possible Decision Scores
and Corresponding Accuracies of Placement (continued)
(N = 706)

Placement Category	Cumulative Numbers of Students				Percent of Students in Each Placement Category				Overall Accuracy of Placement		
	Unsatisfactory D-F		Satisfactory A-C		Unsatisfactory D-F		Satisfactory A-C		Accuracy Category	No. of Students	% of Students
40 - up	High	11	559	OK	High	24 %	85 %	OK	Too High	11	2
Below 40	OK	34	102	Low	OK	76 %	15 %	Low	Correct	593	84
									Too Low	102	14
39 - up	High	15	579	OK	High	33 %	88 %	OK	Too High	15	2
Below 39	OK	30	82	Low	OK	67 %	12 %	Low	Correct	609	86
									Too Low	82	12
38 - up	High	21	597	OK	High	47 %	90 %	OK	Too High	21	3
Below 38	OK	24	64	Low	OK	53 %	10 %	Low	Correct	621	88
									Too Low	64	9
37 - up	High	22	612	OK	High	49 %	93 %	OK	Too High	22	3
Below 37	OK	23	49	Low	OK	51 %	7 %	Low	Correct	635	90
									Too Low	49	7
36 - up	High	27	627	OK	High	60 %	95 %	OK	Too High	27	4
Below 36	OK	18	34	Low	OK	40 %	5 %	Low	Correct	645	91
									Too Low	34	5
35 - up	High	30	640	OK	High	67 %	97 %	OK	Too High	30	4
Below 35	OK	15	21	Low	OK	33 %	3 %	Low	Correct	655	93
									Too Low	21	3
34 - up	High	38	646	OK	High	84 %	98 %	OK	Too High	38	5
Below 34	OK	7	15	Low	OK	16 %	2 %	Low	Correct	653	92
									Too Low	15	2
33 - up	High	40	653	OK	High	89 %	99 %	OK	Too High	40	6
Below 33	OK	5	8	Low	OK	11 %	1 %	Low	Correct	658	93
									Too Low	8	1
32 - up	High	40	657	OK	High	89 %	99 %	OK	Too High	40	6
Below 32	OK	5	4	Low	OK	11 %	1 %	Low	Correct	662	94
									Too Low	4	1
31 - up	High	41	658	OK	High	91 %	99+ %	OK	Too High	41	6
Below 31	OK	4	3	Low	OK	7 %	<1 %	Low	Correct	662	94
									Too Low	3	<1

Table 22.3

End-of-Course CLEP Total Scores in Relation to Performance in Level II Courses:
 Spanish 407 and Spanish 408K (combined) Possible Decision Scores
 and Corresponding Accuracies of Placement
 (N = 706)

Placement Category	Cumulative Numbers of Students		Percent of Students in Each Placement Category		Overall Accuracy of Placement		
	Unsatisfactory D-F	Satisfactory A-C	Unsatisfactory D-F	Satisfactory A-C	Accuracy Category	No. of Students	% of Students
50 - up	High 2	228 OK	High 4 %	34 % OK	Too High	2	<1
Below 50	OK 43	433 Low	OK 96 %	66 % Low	Correct	271	38
					Too Low	433	61
49 - up	High 2	255 OK	High 4 %	39 % OK	Too High	2	<1
Below 49	OK 43	406 Low	OK 96 %	61 % Low	Correct	298	42
					Too Low	406	58
48 - up	High 2	284 OK	High 4 %	43 % OK	Too High	2	<1
Below 48	OK 43	377 Low	OK 96 %	57 % Low	Correct	327	46
					Too Low	377	53
47 - up	High 3	318 OK	High 7 %	48 % OK	Too High	3	<1
Below 47	OK 42	343 Low	OK 93 %	52 % Low	Correct	360	51
					Too Low	343	49
46 - up	High 3	353 OK	High 7 %	53 % OK	Too High	3	<1
Below 46	OK 42	308 Low	OK 93 %	47 % Low	Correct	395	56
					Too Low	308	44
45 - up	High 3	387 OK	High 7 %	59 % OK	Too High	3	<1
Below 45	OK 42	274 Low	OK 93 %	41 % Low	Correct	429	61
					Too Low	274	39
44 - up	High 4	430 OK	High 9 %	65 % OK	Too High	4	<1
Below 44	OK 41	231 Low	OK 91 %	35 % Low	Correct	471	67
					Too Low	231	33
43 - up	High 7	479 OK	High 16 %	72 % OK	Too High	7	1
Below 43	OK 38	182 Low	OK 84 %	28 % Low	Correct	517	73
					Too Low	182	26
42 - up	High 8	507 OK	High 18 %	77 % OK	Too High	8	1
Below 42	OK 37	154 Low	OK 82 %	23 % Low	Correct	544	77
					Too Low	154	22
41 - up	High 9	529 OK	High 20 %	80 % OK	Too High	9	1
Below 41	OK 36	132 Low	OK 80 %	20 % Low	Correct	565	80
					Too Low	132	19

Table 22.4

End-of-Course CLEP Total Scores in Relation to Performance in Level II Courses:
Spanish 407 and Spanish 408K (combined) Scores Suggested
by Six Guidelines for Selecting Decision Scores

Guideline	CLEP Total Score
1. Expected score for students whose performance in course was just minimally satisfactory--i.e., students with preliminary grades of <u>C</u> .	42
2. Score for which expected grade was just minimally satisfactory--i.e., <u>C</u> .	34
3. Score for which within-category percents of errors were most nearly equal.	41
4. Score for which overall percents of errors were most nearly equal.	36
5. Score that would have cut off (or held back) approximately the same number of students as were in the Unsatisfactory performance group.	36
6. Score that would have maximized overall accuracy of placement.	32

Table 23.1

End-of-Course CLEP Total Scores in Relation to Performance in Level III Course: Spanish 312K
Frequency Distributions, Descriptive Statistics, and Expected Scores

Test Scores	Preliminary Grades in Spanish 312K					Total
	F	D	C	B	A	
70-80				1	5	6
66-69			2	3	10	15
65			2	2	4	8
64		1		3	8	12
63			1	6	8	15
62				5	15	20
61			2	12	6	20
60			1	19	13	33
59	1			9	15	25
58			5	15	8	28
57	1		4	20	16	41
56		2	7	14	17	40
55	1	1	8	14	11	35
54		1	6	25	16	48
53	1		9	20	10	40
52		2	11	10	13	36
51		4	16	19	11	50
50		1	7	18	11	37
49		1	17	23	5	46
48	1	2	10	29	3	45
47	2	9	18	16	4	49
46	3	1	12	20	3	39
45		6	18	11		35
44		3	10	10	2	25
43	1	2	13	10		26
42	1	8	15	9		33
41		4	12	3		19
40	3		15	5		23
39	1	3	6	8		18
38	1	8	6	2		17
37		6	5	2		13
36	1	3	6	1		11
35		3	7	1		11
34		3	2	1		6
33		2				2
32	1	2				3
31		2				2
20-30						

Expected Score =

$$\left(\begin{array}{l} \text{Prelim.} \\ \text{Grade} \end{array} \times 4.4583 \right) + (38.40655)$$

Total	19	80	253	366	214	932	Mean Grade	Standard Deviation
%	2 %	9%	27%	39%	23%	100%	2.73	.98
Mean Score	45	42	47	52	57	51	Correlation Coefficient	
Standard Deviation	7	7	7	7	6	8		
Expected Score	38	43	47	52	56			

103

Table 23.2

End-of-Course CLEP Total Scores in Relation to Performance in Level III Course: Spanish 312K
Combined Frequency Distributions and Expected Grades

Test cores	Expected Grades	Course Grades		Total
		Unsatisf. D-F	Satisf. A-C	
70-80	4.00		6	6
66-69	3.80-4.00		15	15
65	3.73		8	8
64	3.66	1	11	12
63	3.59		15	15
62	3.52		20	20
61	3.45		20	20
60	3.38		33	33
59	3.31	1	24	25
58	3.24		28	28
57	3.17	1	40	41
56	3.10	2	38	40
55	3.03	2	33	35
54	2.96	1	47	48
53	2.89	1	39	40
52	2.83	2	34	36
51	2.76	4	46	50
50	2.69	1	36	37
49	2.62	1	45	46
48	2.55	3	42	45
47	2.48	11	38	49
46	2.41	4	35	39
45	2.34	6	29	35
44	2.27	3	22	25
43	2.20	3	23	26
42	2.13	9	24	33
41	2.06	4	15	19
40	1.99	3	20	23
39	1.92	4	14	18
38	1.86	9	8	17
37	1.79	6	7	13
36	1.72	4	7	11
35	1.65	3	8	11
34	1.58	3	3	6
33	1.51	2		2
32	1.44	3		3
31	1.37	2		2
20-30	0.61-1.30			

Expected Grade =

$$\left(\begin{array}{l} \text{Test} \\ \text{Score} \end{array} \times .06930 \right) + (-.77825)$$

Total	--	99	833	932	Mean Grade	Standard Deviation
					2.73	.98
%	--	11 %	89 %	100%		
Mean Score	--	43	52	51	Correlation Coefficient	
Standard Deviation	--	7	7	8		

157 .56

Table 23.3

End-of-Course CLEP Total Scores in Relation to Performance in Level III Course: Spanish 312K
Possible Decision Scores and Corresponding Accuracies of Placement
(N = 932)

Placement Category	Cumulative Numbers of Students		Percent of Students in Each Placement Category		Overall Accuracy of Placement		
	Unsatisfactory D-F	Satisfactory A-C	Unsatisfactory D-F	Satisfactory A-C	Accuracy Category	No. of Students	% of Students
56- up	High 5	258 OK	High 5 %	31% OK	Too High	5	1 %
Below 56	OK 94	575 Low	OK 95 %	69% Low	Correct	352	38 %
					Too Low	575	62 %
55- up	High 7	291 OK	High 7 %	35% OK	Too High	7	1 %
Below 55	OK 92	542 Low	OK 93 %	65% Low	Correct	383	41 %
					Too Low	542	58 %
54- up	High 8	338 OK	High 8 %	41% OK	Too High	8	1 %
Below 54	OK 91	495 Low	OK 92 %	59% Low	Correct	429	46 %
					Too Low	495	53 %
53- up	High 9	377 OK	High 9 %	45% OK	Too High	9	1 %
Below 53	OK 90	456 Low	OK 91 %	55% Low	Correct	467	50 %
					Too Low	456	49 %
52- up	High 11	411 OK	High 11 %	49% OK	Too High	11	1 %
Below 52	OK 88	422 Low	OK 89 %	51% Low	Correct	499	54 %
					Too Low	422	45 %
51- up	High 15	457 OK	High 15 %	55% OK	Too High	15	2 %
Below 51	OK 84	376 Low	OK 85 %	54% Low	Correct	541	58 %
					Too Low	376	40 %
50- up	High 16	493 OK	High 16 %	59% OK	Too High	16	2 %
Below 50	OK 83	340 Low	OK 84 %	41% Low	Correct	576	62 %
					Too Low	340	36 %
49- up	High 17	538 OK	High 17 %	65% OK	Too High	17	2 %
Below 49	OK 82	295 Low	OK 83 %	35% Low	Correct	620	67 %
					Too Low	295	32 %
48- up	High 20	580 OK	High 20 %	70% OK	Too High	20	2 %
Below 48	OK 79	253 Low	OK 80 %	30% Low	Correct	659	71 %
					Too Low	253	27 %
47- up	High 31	618 OK	High 31 %	74% OK	Too High	31	3 %
Below 47	OK 68	215 Low	OK 69 %	26% Low	Correct	686	74 %
					Too Low	215	23 %

Table 23.3
(continued)

End-of-Course CLEP Total Scores in Relation to Performance in Level III Course: Spanish 312K
Possible Decision Scores and Corresponding Accuracies of Placement (continued)
(N = 932)

Placement Category	Cumulative Numbers of Students		Percent of Students in Each Placement Category		Overall Accuracy of Placement		
	Unsatisfactory D-F	Satisfactory A-C	Unsatisfactory D-F	Satisfactory A-C	Accuracy Category	No. of Students	% of Students
46 - up	High 35	653 OK	High 35 %	78% OK	Too High	35	4 %
Below 46	OK 64	180 Low	OK 65 %	22% Low	Correct	717	77 %
					Too Low	180	19 %
45 - up	High 41	682 OK	High 41 %	82% OK	Too High	41	4 %
Below 45	OK 58	151 Low	OK 59 %	18% Low	Correct	740	79 %
					Too Low	151	16 %
44 - up	High 44	704 OK	High 44 %	85% OK	Too High	44	5 %
Below 44	OK 55	129 Low	OK 56 %	15% Low	Correct	759	81 %
					Too Low	129	14 %
43 - up	High 47	727 OK	High 47 %	87% OK	Too High	47	5 %
Below 43	OK 52	106 Low	OK 53 %	13% Low	Correct	779	84 %
					Too Low	106	11 %
42 - up	High 56	751 OK	High 57 %	90% OK	Too High	56	6 %
Below 42	OK 43	82 Low	OK 43 %	10% Low	Correct	794	85 %
					Too Low	82	9 %
41 - up	High 60	766 OK	High 61 %	92% OK	Too High	60	6 %
Below 41	OK 39	67 Low	OK 39 %	8% Low	Correct	805	86 %
					Too Low	67	7 %
40 - up	High 63	786 OK	High 64 %	94% OK	Too High	63	7 %
Below 40	OK 36	47 Low	OK 36 %	6% Low	Correct	822	88 %
					Too Low	47	5 %
39 - up	High 67	800 OK	High 68 %	96% OK	Too High	67	7 %
Below 39	OK 32	33 Low	OK 32 %	4% Low	Correct	832	89 %
					Too Low	33	4 %
38 -up	High 76	808 OK	High 77 %	97% OK	Too High	76	8 %
Below 38	OK 23	25 Low	OK 23 %	3% Low	Correct	831	89 %
					Too Low	25	3 %
37 - up	High 82	815 OK	High 83 %	98% OK	Too High	82	9 %
Below 37	OK 17	18 Low	OK 17 %	2% Low	Correct	832	89 %
					Too Low	18	2 %

Table 23.4

End-of-Course CLEP Total Scores in Relation to Performance in Level III Course: Spanish
312K Scores Suggested by Six Guidelines for Selecting Decision Scores

Guideline	CLEP Total Score
1. Expected score for students whose performance in course was just minimally satisfactory--i.e., students with preliminary grades of <u>C</u> .	47
2. Score for which expected grade was just minimally satisfactory--i.e., <u>C</u> .	41
3. Score for which within-category percents of errors were most nearly equal.	47
4. Score for which overall percents of errors were most nearly equal.	41
5. Score that would have cut off (or held back) approximately the same number of students as were in the Unsatisfactory performance group.	40
6. Score that would have maximized overall accuracy of placement.	35

Table 24.1

End-of-Course CLEP Total Scores in Relation to Performance in Level IV Course: Spanish 312L
Frequency Distributions, Descriptive Statistics, and Expected Scores

Preliminary or Actual Grades in Regular Course						
Test Scores	F	D	C	B	A	Total
70-80			1		5	6
66-69		1		5	7	13
65				3	6	9
64			1	2	8	11
63				2	4	6
62			1	4	8	13
61			1	9	9	19
60		1	2	9	8	20
59	1		1	4	3	9
58			1	5	6	12
57			6	10	6	22
56			6	10	8	24
55			4	10	6	20
54			6	8	3	17
53			4	8	3	15
52		1	5	15	2	23
51		1	10	4	2	17
50			5	5	2	12
49	1		12	8	3	24
48		4	8	3	3	18
47		1	5	8	1	15
46		2	5	2	1	10
45		1	5	3		9
44	1	1	6	6	1	15
43	1	2	5			8
42		4	3	1		8
41		1	3			4
40		1	3	4	1	9
39	1	1	5	1		8
38			3	2		5
37						
36			1			1
35					1	1
34				1	1	2
33		1				1
32		1				1
31				1		1
20-30						
Total	5	24	118	153	108	408
%	1%	6%	29%	38%	27%	100%
Mean Score	47	45	49	54	58	53
Standard Deviation	7	7	7	7	7	8
Expected Score	41	45	50	54	58	

Expected Score =

$$(\text{Prelim. Grade} \times 4.24712) + (41.0626)$$

Mean Grade	Standard Deviation
2.82	.93
Correlation Coefficient	
$r = .5016$	

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Table 24.2

End-of-Course CLEP Total Scores in Relation to Performance in Level IV Course: Spanish 312L
Combined Frequency Distributions and Expected Grades

Test cores	Expected Grades	Course Grades		Total
		Unsatisf. D-F	Satisf. A-C	
70-80	3.82-4.00		6	6
66-69	3.59-3.76	1	12	13
65	3.53		9	9
64	3.47		11	11
63	3.41		6	6
62	3.35		13	13
61	3.29		19	19
60	3.23	1	19	20
59	3.17	1	8	9
58	3.11		12	12
57	3.05		22	22
56	2.99		24	24
55	2.93		30	20
54	2.88		17	17
53	2.82		15	15
52	2.76	1	22	23
51	2.70	1	16	17
50	2.64		12	12
49	2.58	1	23	24
48	2.52	4	14	18
47	2.46	1	14	15
46	2.40	2	8	10
45	2.34	1	8	8
44	2.28	2	13	15
43	2.22	3	5	8
42	2.16	4	4	8
41	2.11	1	3	4
40	2.05	1	8	9
39	1.99	2	6	8
38	1.93		5	5
37	1.87			
36	1.81			1
35	1.75		1	1
34	1.69		2	2
33	1.63	1		1
32	1.57	1		1
31	1.51		1	1
20-30	0.86-1.45			

Expected Grade =

$$\left(\begin{array}{l} \text{Test} \\ \text{Score} \end{array} \times .05924 \right) + (-.32149)$$

Total	--	29	379	408	Mean Grade	Standard Deviation
					2.82	.93
Z	--	7 %	93 %	100%		
an ore		46	54	53	Correlation Coefficient	
andard viation		7	8	8		

Correlation
Coefficient

r = .50

Table 24.3

End-of-Course CLEP Test Scores in Relation to Performance in Level IV Course: Spanish 312L
Possible Decision Scores and Corresponding Accuracies of Placement
(N = 408)

Placement Category	Cumulative Numbers of Students		Percent of Students in Each Placement Category		Overall Accuracy of Placement		
	Unsatisfactory D-F	Satisfactory A-C	Unsatisfactory D-F	Satisfactory A-C	Accuracy Category	No. of Students	% of Students
61 - up	High 1	76 OK	High 3 %	20% OK	Too High	1	<1 %
Below 61	OK 28	303 Low	OK 97 %	80% Low	Correct	104	25 %
					Too Low	303	74 %
60 - up	High 2	95 OK	High 7 %	25% OK	Too High	2	<1 %
Below 60	OK 27	284 Low	OK 93 %	75% Low	Correct	122	30 %
					Too Low	284	70 %
59 - up	High 3	103 OK	High 10 %	27% OK	Too High	3	1 %
Below 59	OK 26	276 Low	OK 90 %	73% Low	Correct	129	32 %
					Too Low	276	68 %
58 - up	High 3	115 OK	High 10 %	30% OK	Too High	3	1 %
Below 58	OK 26	264 Low	OK 90 %	70% Low	Correct	141	35 %
					Too Low	264	65 %
57 - up	High 3	137 OK	High 10 %	36% OK	Too High	3	1 %
Below 57	OK 26	242 Low	OK 90 %	64% Low	Correct	163	40 %
					Too Low	242	59 %
56 - up	High 3	161 OK	High 10 %	42% OK	Too High	3	1 %
Below 56	OK 26	218 Low	OK 90 %	58% Low	Correct	187	46 %
					Too Low	218	53 %
55 - up	High 3	181 OK	High 10 %	48% OK	Too High	3	1 %
Below 55	OK 26	198 Low	OK 90 %	52% Low	Correct	207	51 %
					Too Low	198	49 %
54 - up	High 3	198 OK	High 10 %	52% OK	Too High	3	1 %
Below 54	OK 26	181 Low	OK 90 %	48% Low	Correct	224	55 %
					Too Low	181	44 %
53 - up	High 3	213 OK	High 10 %	56% OK	Too High	3	1 %
Below 53	OK 26	166 Low	OK 90 %	44% Low	Correct	239	59 %
					Too Low	166	41 %
52 - up	High 4	235 OK	High 14 %	62% OK	Too High	4	1 %
Below 52	OK 25	144 Low	OK 86 %	38% Low	Correct	260	64 %
					Too Low	144	35 %

Table 24.3
(continued)

End-of-Course CLEP Test Scores in Relation to Performance in Level IV Course: Spanish 312L
Possible Decision Scores and Corresponding Accuracies of Placement (continued)
(N = 408)

Placement Category	Cumulative Numbers of Students		Percent of Students in Each Placement Category		Overall Accuracy of Placement		
	Unsatisfactory D-F	Satisfactory A-C	Unsatisfactory D-F	Satisfactory A-C	Accuracy Category	No. of Students	% of Students
51 - up	High 5	251 OK	High 17 %	66 % OK	Too High	5	1 %
Below 51	OK 24	128 Low	OK 83 %	34 % Low	Correct	275	67 %
					Too Low	128	31 %
50 - up	High 5	263 OK	High 17 %	69 % OK	Too High	5	1 %
Below 50	OK 24	116 Low	OK 83 %	31 % Low	Correct	287	70 %
					Too Low	116	28 %
49 - up	High 6	286 OK	High 21 %	75 % OK	Too High	6	1 %
Below 49	OK 23	93 Low	OK 79 %	25 % Low	Correct	309	76 %
					Too Low	93	23 %
48 - up	High 10	300 OK	High 34 %	79 % OK	Too High	10	2 %
Below 48	OK 19	79 Low	OK 66 %	21 % Low	Correct	319	78 %
					Too Low	79	19 %
47 - up	High 11	314 OK	High 38 %	83 % OK	Too High	11	3 %
Below 47	OK 18	65 Low	OK 62 %	17 % Low	Correct	322	81 %
					Too Low	65	16 %
46 - up	High 13	322 OK	High 45 %	85 % OK	Too High	13	3 %
Below 46	OK 16	57 Low	OK 55 %	15 % Low	Correct	338	83 %
					Too Low	57	14 %
45 - up	High 14	330 OK	High 48 %	87 % OK	Too High	14	3 %
Below 45	OK 15	49 Low	OK 52 %	13 % Low	Correct	345	85 %
					Too Low	49	12 %
44 - up	High 16	343 OK	High 55 %	91 % OK	Too High	16	4 %
Below 44	OK 13	36 Low	OK 45 %	9 % Low	Correct	356	87 %
					Too Low	36	9 %
43 - up	High 19	348 OK	High 66 %	92 % OK	Too High	19	5 %
Below 43	OK 10	31 Low	OK 34 %	8 % Low	Correct	358	88 %
					Too Low	31	8 %
42 - up	High 23	352 OK	High 79 %	93 % OK	Too High	23	6 %
Below 42	OK 6	27 Low	OK 21 %	7 % Low	Correct	358	88 %
					Too Low	27	7 %

Table 24.4

End-of-Course CLEP Test Scores in Relation to Performance in Level IV Course: Spanish
312L Scores Suggested by Six Guidelines for Selecting Decision Scores

Guideline	CLEP Total Score
1. Expected score for students whose performance in course was minimally satisfactory-- i.e., students with preliminary grades of <u>C</u> .	50
2. Score for which expected grade was just minimally satisfactory-- i.e., <u>C</u> .	40
3. Score for which within-category percents of errors were most nearly equal.	49
4. Score for which overall percents of errors were most nearly equal.	41
5. Score that would have cut off (or held back) the same number of students as were in the Unsatisfactory performance groups.	41
6. Score that would have maximized overall accuracy of placement.	34

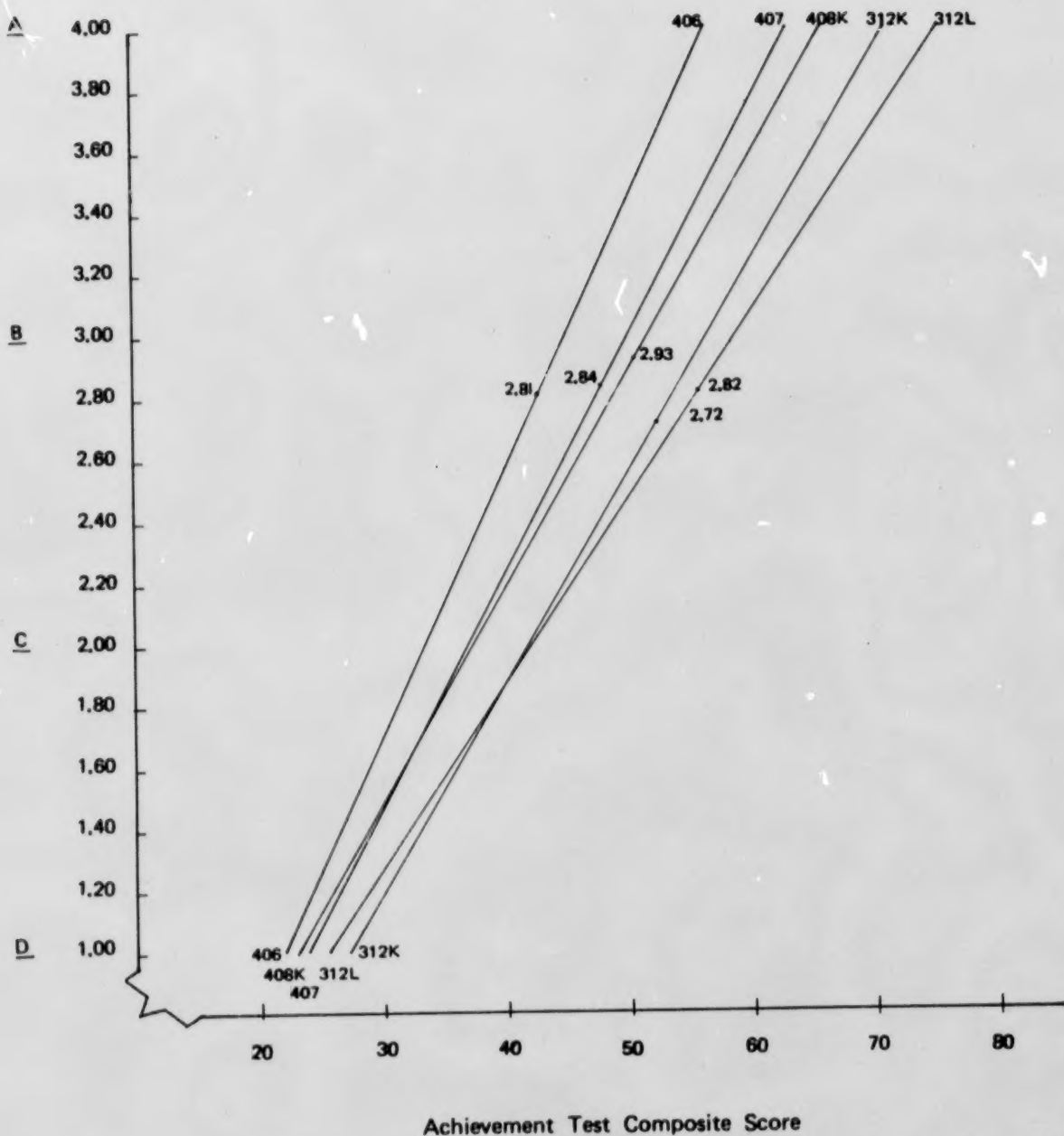


Figure 1. Regression (prediction) lines showing the relationship of Composite scores on the Achievement Test in Spanish Listening-Reading to preliminary course grades in five lower-division courses. For example, the 406 regression line relates the mean Composite Score of 427 to the expected course grade of 2.81 at the point of intersection noted above by a dot.

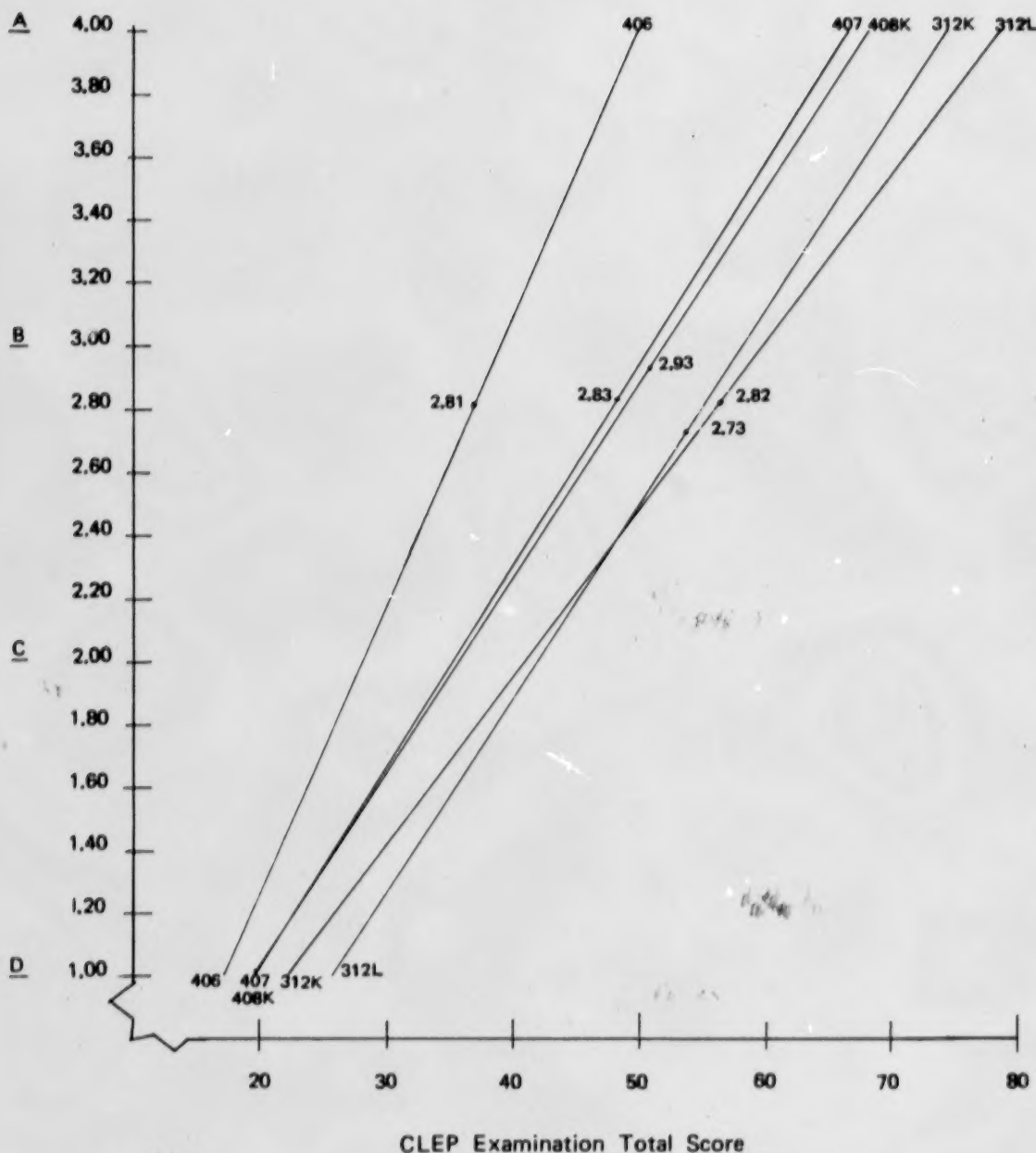


Figure 2. Regression (prediction) lines showing the relationship of Total scores on the CLEP Subject Examination in Spanish to preliminary course grades in five lower-division courses. For example, the 406 regression line relates the mean Total Score of 37 to the expected course grade of 2.81 at the point of intersection noted above by a dot.